

**DEVELOPING A MOODLE-BASED WRITING WEBSITE FOR THE
TENTH GRADE STUDENTS OF THE SENIOR HIGH SCHOOL IN THE
FIRST SEMESTER**

A Thesis

**Presented as Partial Fulfillment of the Requirement for the Attainment of the
Degree of Sarjana Pendidikan in English Language Education**



By:

Novian Faqih

NIM 06202241033

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

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APPROVAL SHEET

**DEVELOPING A MOODLE-BASED WRITING WEBSITE FOR THE
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FIRST SEMESTER**

A THESIS



First Consultant,

Suharso, M.Pd.
NIP. 19591006 198403 1 002

Second Consultant,

Ari Purnawan, M.Pd., M.A.
NIP. 19710123 200112 1 002

RATIFICATION

DEVELOPING A MOODLE-BASED WRITING WEBSITE FOR THE TENTH GRADE STUDENTS OF THE SENIOR HIGH SCHOOL IN THE FIRST SEMESTER

A Thesis

By:

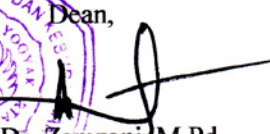
Novian Faqih
06202241025

Accepted by the Board of Thesis Examiners Faculty of Languages and Arts,
Yogyakarta State University, on 10 May 2013 and declared to have fulfilled the
Requirements for the Attainment of a *Sarjana Pendidikan* Degree in English
Language Education.

Board of Examiners

Chairperson : Dra. Jamilah, M.Pd.
Secretary : Ari Purnawan, M.Pd., M.A.
First Examiner : Dr. Margana, M.Hum., M.A.
Second Examiner : Suharso, M.Pd.

Yogyakarta, 10 May 2013
Faculty of Languages and Arts
Yogyakarta State University
Dean,


Prof. Dr. Zamzani, M.Pd.
NIP. 19550505 198011 1 001

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Novian Faqih
NIM : 06202241033
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 30 April 2013

Penulis



Novian Faqih
06202241033

MOTTOS

“I am near to the thought of My servant as he thinks about Me, and I am with him as he remembers Me.”


Muhammad SAW-Hadith Quds


"The predominant thought or the mental attitude is the magnet, and the law is that like attracts like, consequently, the mental attitude will invariably attract such conditions as correspond to its nature"

Charles Haanel (1866-1949)

DEDICATIONS

This thesis is genuinely dedicated to:

 **My beloved mother and father, Sri Lestari and Muhammad Nasichin,** for the love, prayers, patience, and support. You're my greatest motivation. I'm proud of having you.

 **My brother, Febrian Edi Nugroho,** for the happiness and the time we share together.

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LIST OF ABBREVIATIONS

BKoF	Building Knowledge of the Field
CALL	Computer Assisted Language Learning
CD-Rom	Compact Disc Read-only Memory
CMS	Course Management System
EFL	English as a Foreign Language
HTML	Hyper-Text Markup Language
ICoT	Independent Construction of the Text
IT	Information Technology
JCoT	Joint Construction of the Text
LMS	Learning Management System
LRT	Linking Related Texts
MOODLE	Modular Object-Oriented Dynamic Learning Environment
MoT	Modeling and Deconstruction of the Text
PHP	Hypertext Preprocessor
RSS	Rich Site Summary
SMS	Student Management System
VLE	Virtual Learning Environment
WWW	World Wide Web

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**By: Novian Faqih
NIM. 06202241033**

ABSTRACT

This study aims at developing a website as a writing instruction for the tenth grade students of Senior High School in the first semester.

This research was a research and development (R & D) study. The steps of the development consisted of defining the scope, identifying learners' characteristics, producing a style manual, determining and collecting resources, developing initial content ideas, conducting a task and concept analysis, creating flowchart and storyboards, preparing the scripts, preparing the texts, writing program codes, creating the graphics, producing audio and video, assembling the pieces, preparing supporting materials, doing an alpha test, and making a revision. The instruments of the data collections were questionnaires. The type of the data was quantitative, and the data were analyzed by descriptive statistics to measure the central tendency.

The results of the developed website are called Moodle-Based Writing Website for the tenth grade students of senior high school in the first semester of which the address is at URL www.novian-faqih.com/moodle. The website has characteristics of feasible and good materials. It is indicated by the research findings which show these results: 4.25 from the evaluation of the media expert, and 4.5 from the evaluation of material experts. Based on those findings, the developed website is appropriate and feasible to be used in writing instructions for the tenth grade students of senior high school in the first semester.

CHAPTER I

INTRODUCTION

A. Background of the Problem

The objective of English education in Indonesia is to enable students to do English communication in both oral and written forms. Specifically, for senior high school students, the aim of the English teaching is to facilitate them to communicate with the target language in the level of informational literacy. It means that senior high school students have to be able to access the knowledge with the target language. In order to achieve the objective, the English teaching and learning has to cover four main skills; they are listening, speaking, reading, and writing.

In the learning process, from the four main skills, Richards and Renandya (2002) state that writing is the most difficult skill for L2 students to master. Students need to combine a lot of components to compose a good writing, starting from grammar to cohesion and coherence in writing. These will be difficult points for many students to write.

According to the early observation in SMA N 3 Temanggung, writing also becomes a problem for the students of the tenth grade of the senior high school observed. There are some problems related to the English writing process. The students have low competency in writing; their understanding about aspects of writing is bad. Their knowledge of grammar, diction, and cohesion and coherence is not used appropriately. Students' sentences often contain a lot of grammatical

errors, especially in using tenses. Learners need to improve their knowledge on diction. They have difficulties in taking words to the context when developing sentences, so they cannot compose a good paragraph.

To help the students overcome the difficulties in writing, there are many ways to be employed. One of them is by using learning media, including the computer and internet. Singhal (1997) states that although electronic, the internet is entirely related to literacy. People still interact with it through reading and writing. From that explanation, it can be concluded that, since the internet is entirely related to reading and writing, it is a good way to integrate the internet to writing instructions.

The integrations of internet with English instructions have been used by many teachers around the world. Richards and Renandya (2002) state that teachers have been using online communication in the language classroom since the 1980s. Moreover, Rai (2012) found that teachers around the world have used the internet in language teaching. From those two statements, it can be concluded that many teachers around the world have utilized the internet as media to teach English.

The context of using the internet in the teaching and learning process is appropriate with the Government Regulation Number 19/2005 that teaching learning process should involve the application of ICT (Information Communication Technology). It indicates that the application of ICT in the school is important. To support the regulation, the government through the Ministry of Education has provided schools with a lot of computers to improve the quality of

education. The language laboratory at SMA N 3 Temanggung which is integrated with computer is recently built. There are 22 PCs (Personal Computers) and 4 LCD projectors.

Based on the observation and interviews on April 11-13, 2011 with the English teachers, some English teachers stated that they use audio tapes, videos, and listening scripts as learning media. They were not ready to design or develop some learning media, and of course then the teachers cannot create such interactive multimedia or interactive website.

Many English teachers do not use the internet yet to teach writing though they are experienced enough in operating a computer and accessing the internet. Most of them are only experienced enough in operating a computer and accessing the website for downloading materials. They are not able yet to manage a website, it is important therefore to design an educational website which is manageable and not overwhelmed the students.

Besides, there is a growing need in using the internet as media in English instructions and English teachers need to utilize it in their instructions. There are many English teachers who have not utilized it in their instructions; though they are experienced at typing (they probably have at least ever used a computer for word processing).

The internet has become one of the most popular media for various reasons. There are several possible reasons for using the internet as a medium in English instructions, some of them are that the internet creates optimal conditions for language learning since it provides authentic audiences for written

communication; it can increase students motivation; the belief that the use of it is essential to students future as its use will have been growing for many activities.

Websites are media accessed in the internet that can be used in writing instructions. Today there are hundreds of websites in the internet where English teachers can actually make use of them. However, most of those websites are too complex and not easy to use. Moreover, the teachers cannot set up their own materials there and it is frequently hard for EFL students to follow up the websites rules. A simple and easy to use website where the teachers can store their own documents is a good medium for writing instructions.

In the context of using the internet as media to teach English, one of the ways is by developing a MOODLE based writing material. MOODLE is a Virtual Learning Environment (VLE) that allows the classroom to extend onto the web. MOODLE gives teachers a powerful set of web-based tools for a flexible arrangement of activities, including assignments, forums, journals, quizzes, surveys, chat rooms, and workshops.

Therefore, developing a multimedia instrument to help the students learn writing is necessary. Due to such a condition, the researcher will design a moodle-based writing website as alternative media for teacher and students to teach and learn writing through internet.

B. Identification of the Problems

After analyzing the problems found in the field previously, the researcher then identifies some problems related to the needs of developing this website. There are some problems related to the writing lesson found in SMA N 3

Temanggung. The problems come from the students, the teacher, and also the activities and media. The identifications of the problems are as follows.

The first problem relates to the writing skills. The students' skills in writing need to be improved. In writing students need to combine a lot of components to compose a good writing, starting from grammar to cohesion and coherence in writing. These will be difficult points for many students to write. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts. They do not understand the components of writing. The content, organization, cohesion, register, vocabulary and grammar of their writing are low.

The second problem is that many English teachers have not made use of the internet yet to teach writing though they are experienced enough in operating a computer and accessing the internet. Most of them are only experienced enough in operating a computer and accessing the website for downloading materials. They are not able yet to manage a website, it is important therefore to design an educational website which is manageable and not overwhelmed the students.

The third problem is there are only few websites developed by teachers since designing a website needs more technological and engineering skills. Nowadays only few people, who are not majoring in computer engineering skills, can build a website for writing instructions. Meanwhile, the ones who are skilled in computer engineering have not developed a website yet to be relevant to writing instructions. Therefore, developing a website that is manageable and relevant to the students' needs becomes more challenging.

The last problem is that many schools have computer laboratories with the internet connection but it is not available for English instructions. SMA N 3 has a computer laboratory that is only used for the ICT subject. The teacher therefore should set up a schedule to use the laboratory since the laboratory was not used for the English subject.

C. Limitation of the Problem

However, conducting research investigating all these problems is not feasible for the researcher for it will be time and money consuming and it also will be a hard work. Regarding the limitations that the researcher has, this study focuses on developing website as the writing instruction using MOODLE. This media is for the first semester of the first grade of the senior high school students. All problems identified in the previous section are the basic ideas of conducting the research. As stated previously, there are some problems related to the writing lesson, the first problem relates to the writing skills. The second problem is that many English teachers have not use of the internet yet to teach writing though they are experienced enough in operating a computer and accessing the internet. The third problem is there are only few websites developed by teachers since designing a website needs more technological and engineering skills. The last problem is that many schools have had computer laboratories with the internet connection but is not available for English instructions. So, developing a website that is manageable and relevant to the students is necessary and the researcher focuses on developing website as the writing instruction using MOODLE for the tenth grade of the senior high school students in the first semester.

D. Formulation of the Problem

Based on the background, identification, and limitation to the problem, this research is formulated as “what kind of MOODLE-based writing website that is suitable for the tenth grade students of the senior high school in the first semester?”

E. Objective of the Study

Based on the limitation of the problem above, the objective of this research is to develop the MOODLE-based writing website for the tenth grade students of the senior high school in the first semester of.

F. Significances of the Study

This study is expected to give some contributions to the English teaching and learning as follows.

1. For English Teachers

This research can encourage the teachers to design learning materials by incorporating them with the technology and help them teach writing.

2. For the Students

This research is expected to provide the students with writing media with a MOODLE-based website which can help them learn English easily.

3. For other Researchers

To other researchers who want to develop a website for teaching and learning writing or other subjects for any kind of specific purposes, the result of this research can give them insight and reference of a product.

CHAPTER II

LITERATURE REVIEW

This chapter talks about some theories needed as the bases for answering the question that arises in the formulation of the problem. Those are the nature of writing, internet-based training, using website for writing instructions, teachers and learners role in interactive learning media, characteristics of senior high school students, teaching writing in senior high school, developing moodle based website. The writer then tried to wrap up those theories in the conceptual framework.

A. Theoretical Description

This chapter presents a review of theories concerning the research variable underlying the study. This is presented in three headings: the nature of writing, web blog, and teaching writing through web blog.

1. The Nature of Writing

Writing is one of four language skills: reading, writing, listening and speaking. Writing and speaking are productive skills. It means they involve producing language rather than receiving it. Brown (2001) explains that writing has several stages to be completed. Writing makes the product through thinking, drafting, and revising. It means that in producing written language, the writer should follow those steps to make the product. Besides, there are some requirements in doing these steps. In teaching writing, the teacher should implement four basic writing stages, as proposed by Richards and Renandya

(2002) that process writing as a classroom activity incorporates the four basic writing stages-planning, drafting (writing), revising (redrafting) and editing and three other stages externally imposed on students by the teachers; namely, responding (sharing), evaluating and post-writing. It can be said that in producing written language, the writer should follow those steps to make the fine product.

a. Micro-skills of Writing

There are some of the sub-skill components of the writing skill that have been discussed by some experts. Spratt et al. (2005) state one of the components of the writing skill. It is accuracy. Accurate writing involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraphs correctly.

Furthermore, in composing the writing product, Brown (2001) states some points that should be included. They are meeting certain standards of prescribed English rhetorical style, reflecting accurate grammar, and being organized in conformity with what the audience would consider to be conventional. According to Brown (2001), there are twelve micro-skills of writing. They are as follows.

- 1) Producing and using graphemes and orthographic patterns of English correctly including the script, and spelling and punctuation rules.
- 2) Producing writing in a good management rate of speed to achieve the purpose of the text.
- 3) Producing an acceptable core of words and using the appropriate word order patterns.
- 4) Using grammatical systems correctly in tenses, agreement, pluralisation, patterns and rules.
- 5) Expressing a particular meaning in many types of grammatical forms.

- 6) Using cohesive devices in written discourse and making the text coherent, so that other people can follow the development of the ideas.
- 7) Using the rhetorical forms and conventions of written discourse.
- 8) Appropriately accomplishing the communicative functions of written texts according to form and purposes.
- 9) Conveying links and connection between events and communicating such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 10) Distinguishing or differentiating between literal and implied meanings when writing.
- 11) Correctly delivering cultural in specific reference.
- 12) Developing and using a battery of writing strategies, it also applies the stages of writing, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonym, soliciting peer and instructor feedback, and using feedback for revising and editing.

Moreover, Miller (2005) proposes at least three requirements of good writing. First, it must discuss one topic only. The writing must have unity of the subject matter. Second, the sentences within the paragraph must have coherence and cohesion. And the last, they must be tied together so that the readers can read the text as a unit, not as a collection of separate sentences.

In addition to the statement, Miller (2005) gives three aspects that writers have to consider in their writing, the aspects are:

1) Unity

Unity of the text means the relevance of the sentences in a paragraph. A text has unity if all of the sentences in the text discuss one main idea. The sentences in the paragraph must support the topic sentence. If there is a sentence in a paragraph which is not in line with the topic sentence, it means that the paragraph does not have unity of text.

2) Cohesion

It is defined as the more limited term; specific words and phrases (transitions, pronouns, repetitions of the key words and phrases). A good writing must meet at least two requirements. First, it must discuss one topic only. The writing must have unity of the subject matter. Second, the sentences within the paragraph must have coherence and cohesion. Finally, they must be tied together so that the readers can read the text as a unit, not as a collection of separate sentences.

3) Coherence

To improve the coherence, a paragraph needs to rearrange the sentences the it already contains. Or add transitional expressions (such as “for example” or” on the other hand”) Achieving coherence in a text is actually the writer’s job. The readers then just ‘follow’ the writer and not only understand the words, sentences, and paragraphs, but also relate them to each other and see what purpose the writer serves in the development of the text. The writer may use connectives to achieve coherence such as ‘although’, but’, ‘for example’. A paragraph can be said as coherent when the movement from one sentence to the next is logical and smooth.

In short, the process of writing emphasizes on the balance between process and product. The students have to be aware of the components of their writing. The writing must also have unity of the subject matter and the sentences within the paragraph must have coherence and cohesion.

b. Teaching Writing

There are four skills that should be taught in English learning in the school. Each of them has the different type of ways or techniques in the learning processes. This research will focus on how the teacher will teach the writing skill.

When the learners are expected to write their writing, the teacher will do some actions that will provide the advantages or a support for the students to finish their writing.

Harmer (2001) proposes some teacher's roles during the writing teaching and learning process. The roles are: (1) demonstrating: the teacher gives the example and the explanation about the text. The students should understand the features which are used in the text; (2) motivating and provoking: sometimes in finishing the task the students will lost the idea in writing. In this condition the teacher should provoke and motivate the students to finish the task. Persuading the students is also necessary to solve it; (3) supporting: beside motivating and provoking the students, the teacher should support in finishing the writing task and also the teacher should prepare to overcome the difficulties; (4) responding: the teacher gives the suggestion for the improvements of the students. In this role the teacher will not see the students' work as the final product, but he/she will see it as the draft that should be repaired to make the final product; (5) evaluating: the teacher gives the mark to the students' work. Furthermore the teacher corrects the mistake which is done and gives the work back to the students. For this the students will know the mistake and can improve their ability

After designing the process or the activities in writing in the learning process, the teacher should give the students the opportunity to show or performs

their product. In performing the product of writing, there are some types that can be used. Brown (2001) explains some performances in the writing learning. The first type is imitative or writing down. In this type, the students will write the simply write down English letter, words or sentences to learn the conventional of the orthographic code.

The next type of the performances is intensive or controlled. The function of this performance is to improve the grammar ability of the students. This type will be like a written grammar exercise. The third type is self-writing that uses the students as the only audience, so they write for their self. The fourth type is display writing. The forms of this performance are short answer exercise, essay examination, and research report. And the last type is real writing. This type consists of academic writing that gives the opportunity for the students to convey genuine information to each other, then vocational writing that is used for the advancement in the students' occupation, that involves the writing of diaries, letter, post card, notes, and personal message.

It can be concluded that, in teaching writing, some roles for teachers should be done: as a motivator, resource, advisor, and evaluator. When the teacher doing those roles the students are expected to produce the writing works in many forms such as producing the simple sentences, controled sentences, self writing, display writing and academic writing.

2. Teaching Writing in Senior High School

According to the Regulation of National Education Ministry (Permendiknas) no. 22, year 2006 about the standard of competences and basic competences for English teaching and learning process which was proposed by BSNP (2006), the Senior High School students of grade X in the first semester have to pose several competences as follows:

Table 1: Standard of Competence and Basic Competence of Writing Skill for Senior High School Students Grade X Semester One

Standard of competence	Basic competence
6. To express short, simple, functional essays in the genres of recount, narrative, and procedure in the context of daily life.	6.1 To express an idea in a short functional written text (e.g. announcement, advertisement, invitation, etc.) both formally and informally in an accurate, fluent, and acceptable way, in the context of daily life
	6.2 To express meanings and steps of rhetorical essays in an accurate, fluent, and acceptable way using written style in the context of daily life in the genres of recount, narrative, and procedure

The competence above can be applied in the Moodle-based writing website. The materials from recount, narrative and procedure texts have their own characteristics, and the researcher can apply it in the activity in the web.

According to the curriculum, the program of learning English as a foreign language in SMA/MA focuses on developing students' skill in listening, speaking, reading, and writing. The students are expected to achieve competencies to communicate oral and written by using suitable language variation, fluently and accurately in interaction or monologues in the forms of descriptive, recount,

narrative, procedure, and report text. The description of each type will be described in the following.

- a. Descriptive text: a kind of text which functions to describe a particular person, place and thing.
- b. Recount: a kind of text, which functions to retell events for the purpose of informing or entertaining.
- c. Narrative: to amuse, entertain, and to deal with actual or vicarious experience in different ways; narrative deals with problematic events, which lead to a crisis or turning point of some kind which in turn finds a resolution.
- d. Procedures: a text procedure gives information about how something is accomplished through a sequence of actions or steps. This might include instructions for how to come out a task or play a game, directions for getting to a place, and rules of behavior.
- e. Report: to describes the way things are, with reference to a range of natural, man made and social phenomena in our environment.

In delivering the material, the researcher used the genre-based approach. The Genre-based approach applies five stages to teach. Feez and Joyce (1998) present the stages, purposes and focuses of the activities of genre-based teaching as follows: building knowledge of field, modeling of the text, join construction of the text, independent construction of the text and linking related text.

a. Building Knowledge of the Field (BKoF)

Feez (1998) states that in this stage the students: (1) are introduced to the social context of an authentic model of the text-typed being studied; (2) explore features of the general cultural context; and (3) explore the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objectives and the student need. Moreover, Hyland (2003) mentions that the purpose of this stage is to assist students to understand the goal, the audience, and the context. The teacher becomes a guide for the resource.

The sample of the activities which are able to be involved are: (1) presenting the context through pictures, audio-visual material, realia; (2) establishing the social purposes through discussion or surveys; (3) cross cultural activities; (4) related research activities; and (5) comparing the model text with other texts (Feez: 1998).

b. Modeling and Deconstruction of the Text (MoT)

In this stage the students: (1) investigate the structural pattern and language features of the model; and (2) compare the model with other example of the text-types. The sample of the activities are: (1) presentation activities using devices such as charts, big books, board work; (2) sorting, matching and labelling activities; (3) focusing on cohesive devices activities ; and (4) presentation and practice activities relating to the grammatical features of the text (Feez: 1998). Moreover, Hyland (2003) mentions some roles for the teacher that should be done in this step. The

roles are to: present examples; identify the stages of the text; and introduce activities to practice salient language features.

c. Joint Construction of the Text (JCoT)

Feez (1998) states that in this stage: (1) the students begin to contribute to the construction of whole examples of the text-type; and (2) the teacher gradually reduces the contribution to the text construction, as the students move closer to be able to understand text-type independently. In addition, Hyland (2003) argues that in this stage the teacher starts to give a chance for the students to create their own draft based on the given example before. The teacher can guide the students by giving the questions to lead the students (where did we go first?, what did we see?, where did we go next?, then what happened).

The sample of the activities are: (1) teacher questioning, discussing and editing whole class construction then scribing onto board; (2) jigsaw and information gap activities; (3) small group construction of texts; (4) self-assessment and peer assessment activities; and (5) guided composition task (Feez: 1998, Hyland : 2003).

d. Independent Construction of the Text (ICoT)

In this stage: (1) students work independently with the text; and (2) the teacher uses student performances to assess the achievement assessment. Hyland (2003) suggests that in this stage the students are allowed to create texts by themselves. Students individually construct the genre from their drafts on notes and summaries they have made. The

teacher no longer directly helps the students but the teacher should encourage and monitor, advise, assist the students, and provide the feedback on drafts.

The samples of the activities in this stage are: (1) listening tasks, for example comprehension activities in response to live recorded material such as performing task, sequences pictures, numbering, answering questions; (2) speaking tasks for example spoken presentation to class, community organization; (3) listening and speaking tasks for example role plays, simulated or authentic dialogues; (4) reading tasks for example comprehension activities in response to written material such as performing task, sequences pictures, numbering, answering questions; and (5) writing tasks which demand the students' draft and present whole texts (Feez: 1998).

e. Linking Related Texts (LRT)

Feez (1998) argues that in this stage students investigate how the material they have learnt in this teaching learning cycle can be related to: (1) other texts in the same or similar context; and (2) future or past cycles of teaching and learning. Moreover, Hyland (2003) states that the students need to compare the use of the genre in other situations or other genres in the same situation. It gives students clear goals and a sense of how the language, the context, the content, the genre, and the process are connected and related to their work in the writing class.

The samples of the activities in this stage are: (1) comparing the use of the text-type from different fields; (2) researching other texts-type in the same field; (3) role-playing what happens if the same text-type is used by people with different roles and relationships; (4) comparing spoken and written models of the same text-type; (5) researching how a key feature in this text-type is used in other text-types; and (6) making a project work or journal reflections (Feez: 1998, Hyland : 2003).

In order to apply the text-based syllabus, the teacher should make the activities based on those sequences. Each of the steps involves activities which gradually make the students master independently the target text-type. It is important that the students know what is expected from them as they do the activities in every step. The students should also feel that each of the steps is achievable, logical and linking to their language leaning goal.

3. Internet-Based Training

Gallego (1998) states that Internet-based training is referred to any skill or knowledge transfer that takes place using the WWW (World Wide Web) as a distribution channel. Gallego (1998) also claims that Internet-based training generally applies to any kind of instructional material delivered over a corporate Internet accessed by browser-equipped users. It can be concluded that an Internet-based instruction is described as a hypermedia instructional program which utilizes the attributes and resources of the World Wide Web to create a meaningful learning environment where learning is fostered and supported.

There are many theories related to internet-based learning (Galego,1998). Galego (1998) states that internet-based learning refers to any skill or knowledge transfer that takes place using Web as a distribution channel. Considering that Web is accessed via the internet and enables the users anywhere to access, it means that the transfer can be conducted not only in the school, either in the classroom or in the computer laboratories, but also outside the school.

Moreover as the media for internet-based training, the website needs to be designed with a slightly different focus from general websites. There are some criteria needed to be addressed:

a. Very simple graphics

Designing an educational website is not aimed to mesmerize the audiences, but rather to deliver some value to students. Hence the graphics should be very simple. The website designer needs to keep in mind that the website designed should not have any graphics which do not carry educational value. Using simple graphics in addition, allows the students to focus on the content of the website, not get distracted which are there just to beautify the web.

b. Keeping the user in mind

In building the web, the designer should consider to whom the website is targeted. It is necessary to get good users perspective before designing the website.

- c. Dynamic module is a good addition to an educational website.

Some of the dynamic modules which can be added to an educational website are the Learning Management System (LMS), Student Management System (SMS), and the Assessment Module. In this thesis the researcher uses MOODLE as the LMS.

In addition, Wijekumar (2005) concludes that multimedia in intelligent tutoring environments must do following steps.

- a. Reduce unwanted graphics.

Many environments provide animated cartoon characters or pictures of peripherally related information that may distract the learner from the focus of learning module.

- b. Include narrations in addition to graphical images.

This reduces the overload of the visual channel of input to the brain and helps distribute the information transmission to the visual and auditory channels, for example showing a working engine with a narration that describe the parts and how they operate will help students more than if they have to split their attention between viewing the animation and reading text description of animation.

- c. Increase scaffolding for learners to encourage the development of meta-cognitive skills and limit unproductive jumping around in hypertext environment.

- d. Provide interactivity that can engage the students.

In the context of the characteristics of good multimedia, Stemler (1997) proposes a list of the principle of good multimedia as shown by the following table.

Table 2: The Principles of Multimedia (Stemler, 1997)

No.	Multimedia Features	Principles
1	Screen Design	<ul style="list-style-type: none"> • Focus on the learners' attention • Develop and maintain interest • Promote processing • Promote engagement between the learner and lesson content • Help learners find and organize information
2	Interaction	<ul style="list-style-type: none"> • Provide opportunities for interactions • Chunk the content and build in questions and summaries • Ask questions but avoid interrupting the instructional flow • Provide active exploration in the program rather than a linear sequence • Use rhetorical questions to get students' thinking about contents and stimulate curiosity
3	Feedback	<ul style="list-style-type: none"> • Keep feedback on the same screen as the response • Provide feedback immediately following a response • Provide feedback to verify correctness • Tailor feed to the individual • Provide encouraging feedback • Allow students to print feedback
4	Learner control	<ul style="list-style-type: none"> • Provide selectable areas for user to access information • Allow user to access information in a user determined order • Provides maps so the students can find their locations • Provide feedback if there are to be time delays on accessing information • Arrange information so users are not overwhelmed by the quantity of information • Provide visual and give visual feedback

5	Color	<ul style="list-style-type: none"> • Use color sparingly and consistently with a maximum of 3 to 6 color per screen • Use brightest colour for most important informations • Use neutral colours for backgrounds and dark colours for text • Avoid combining complementary colours (e.g red/green) • Use commonly accepted colours for particular actions (red for stop) • Avoid hot colours on the screen as they appear to pulsate
6	Graphic	<ul style="list-style-type: none"> • Graphic include photo and scanned pictures • Icons and photo enhance menu screen • Information is better understood and retained when supplemented with graphic • Use graphics to indicate choices (e.g left/right arrow) • Avoid graphics for decoration or for effect
7	Animation	<ul style="list-style-type: none"> • Can be motivational or attention getting • Subtitle benefits by highlighting key information heightening interesting and facilitating recall • Useful for explanations of dynamic process
8	Audio elements	<ul style="list-style-type: none"> • Use audio when the message is short and audio rather than text for long passage • Do not let audio complete with text or video presentation • Tell students what is relevant and chunk the message with other
9	Video elements	<ul style="list-style-type: none"> • Synchronize video with content and reinforce/repeat the concept being presented • Use video as an advantage organizer an simulation

The table from Stemler above provides the principles of multimedia for education. The principle has to be considered in developing the writing website.

4. The Use of Website for Writing Instructions

In teaching and learning writing, it is possible to use a media that can be accessed via the internet. As proposed by Krajka (2000), a website is accessed via

the internet can be used as a technological aid in teaching writing. He states that writing instructions should be enriched with the internet component, in order to provide the students with choice, variety, authenticity, and recentness and to give them real purpose for writing, to allow them to experience the authentic written interactions with other people, to motivate them additionally through using computers and the Web, and to give them the feeling of self-confidence when seeing their works published on the class website.

Moreover he also proposes three elements of online lessons, which are used while teaching most of the writing genres. They are web pages, e mail connection, and creating a class websites. Then, as a publishing medium for students' pieces attentively, and is an interesting and cheap way to promote students writing.

In line with Krajka, Johnson (2004) suggests that websites have immense potential as an extremely valuable tool for the teaching of second language writing. He proposes some advantages of using websites for teaching writing:

- a. All students writing samples are kept in one place and can be read from any computer connected to the internet anytime
- b. Teachers can give individual feedback to individual students writing. Teachers can also give collective feedback to the class when a recurring mistake is found by adding new entries
- c. Students have the option of previewing the class material before class and reviewing the materials after class

- d. Students can read comments for the class as a whole and comments directed at them individually. This maximizes feedback and contact with the teacher
- e. Students can observe how their writing has changed over time.

Based on the advantages above, there is no doubt that website is potential as a tool for teaching second language writing. The website also will be very helpful for teachers and learners in the learning process.

In addition, Stanley (2005) states that one of the best reasons using websites in teaching writing is to provide a real audience for student writing. Usually, the teacher is the only person who reads students' writing, and the focus of this reading is usually on form, not content. With the website, students can find themselves writing for real audience that, apart from the teacher, may include their peers, students from other classes, or even other countries, their parents, and potentially anyone to the internet.

He also lists some other reasons for using website in teaching writing.

- a. To provide extra reading practice for students
- b. As online students learner journals that can be read by their peers
- c. To guide students to online resources appropriate for their levels
- d. To increase the sense of community in a class.
- e. To encourage shy students to participate
- f. To stimulate out of class discussion
- g. To encourage a process writing approach
- h. As an online portfolio of students written work

- i. To help build a closer relationship between the students in large classes.

Moreover Hefdzallah (2004) in Adri (2008) states the internet has its root in connecting people to share ideas and information and in connecting people with sites that store information. These are the reason for existence and tremendous growth. Besides, Hefdzallah (2004) in Adri (2008) mentions the features of internet. The features are universal access that people can get the information from other place in the world. It contains rich multimedia resources and as publishing media that is easy to find and get, and also easy to add the information. It is interactive media that can be managed on its content. Dias (1999) in Chee and Wong (2002), too, indicates that technology can be considered as being integrated only if it is used in a seamless manner as part of the daily learning process that takes place in the classroom. It should not be considered as a separate activity that can be completed apart from the learning process in classrooms. Roblyer, Edwards and Havriluk (1997) in Chee and Wong (2002) put in another way. It is the most difficult thing for the teacher in creating the condition where the learning process and technology occur in one place and situation. The integration between them is important. Besides, the teacher should think on how the users can use technology in learning.

The function of technology in the schools is to enhance teaching and learning. Using technology can enhance the connection between the curriculum, instruction and assessment methods. It also gives school greater capacity and autonomy in the use of IT for school improvement.

A website gives students a chance to express their writing to be explored because website gives students motivation in developing their skills. This research uses website as media because website has several advantages. Adri (2008) states that website has advantages. 1) Publishable, it is easy and cheap to post materials, and also able to read in everywhere. 2) Findable, it is easy to find in search machine based on subject, author or both of them. 3) Social, website provide a tool that can be used to link others web. It makes easier to connect with other side of the world. 4) Viral, the information spreads faster through web blog. 5) Syndicable, the content of the website is easy to syndicate by other in the world. It is easy to get thousands information in a second. 6) Linkable, web blog links to others, has access to people in everywhere. website is two ways communication. Based on the advantages above, there is no doubt that website will be very helpful for teachers and learners in the learning process.

A website is one of the application of computer network technology that has been utilized besides multimedia, email, electronic journals, database, World Wide Web, chat, audio and video conferencing etc. A website is interactive so it allows the students to communicate quickly and easily with their classmates, their teacher, and even with native speakers of the target language. There are many features that can be used to support the teaching and learning process. Ali Zaki (2008) states the parts of web blog. They are as follows.

a. Web Post

It is the basic features of website. Everyone can share everything such as short writing, link, picture, video etc. to all friends. It is displayed in chronological order.

b. Web blog Comment

The teacher can use it to make many kinds of comments from the material and ask the students to make comments. It is a tool for interaction in web blog.

c. Subscription / RSS

This part provides entry subscriber by giving notifications if there are something new. RSS gives up to date news for the people.

One of the fields that are affected by developing technology is the educational field. As one of the unlimited information sources, the internet becomes an educational source today (Adri, 2008). Advance technology in educational field becomes popular today. It is shown by distance learning and e-learning concepts. Both of them are using the internet facility and information technology in the learning process (Adri, 2008). Web blog in this research is correlated with CALL (Computer Assisted Language Learning).

Many websites provide commentary or news on a particular subject; others function as more personal online diaries. A typical web blog combines text, images, and links to other websites, Web pages, and other media related to its topic. The ability of readers to leave comments in an interactive format is an important part of many websites. Most websites are primarily textual, although

some focus on art (Art web blog), photographs (photo web blog), videos (Video web blogging), music (MP3), and audio (podcasting).

So, in the writing instructions the function of technology in the schools can be said as a media to enhance the connection between the curriculum, instruction and assessment methods. It also gives schools greater capacity and autonomy in the use of IT for school improvement. On the other hand, the website gives students a chance to express their writing to be explored because it gives students motivation in developing their skills.

5. The Characteristics of E-Learning Materials

Since the extensive use of e-learning technologies in form of such as web-conferencing, discussion forums and virtual classrooms, there are characteristics which differ e learning from other non-online learning media. Tsai (2009) proposes at least two characteristics of e-learning material as follows:

a. Flexible time and space

The most significant revolution of e-learning is that e-learning overcomes the limits of time and place for learning. Online learning tasks can be performed at any time or place provided they have Internet access. Online learning environments thus differ significantly from traditional learning environments, where teachers and students must meet regularly at a specific place and time. Online students become more free, flexible and convenient in time and location of learning. It may challenge novice online students in their control strategies and metacognitive skills such as self-awareness, self-evaluation, selfmonitoring, self-control and time

management. The researcher should be aware that he has to develop some tasks which suitable to be done and to be accessed. The instructions should be really clear also and make sure that students will easily understand the instruction either the teachers in their side or not.

b. Dynamic Learning Interfaces

Since it is an online media, the design interface, system function, and content materials in e learning should be updated. This characteristic differs e-learning from other non-online multimedia. The interface design and system function significantly influence student motivation, attitude and achievement of online learning.

The characteristics above are in general aspects. In other words, the characteristics can be explained into four design strategies as proposed by Tsang (2008). Tsang (2008) states that there are four instructional design strategies that should be considered before starting the development of e-learning materials, They are as follows.

a. Modularity

The core content for e-learning materials should be shorter in extent so that they are more appropriate for online study. The amount of text is reduced to a minimum. The small and modularized units of content will be emphasized and presented in various formats including key links, optional links, multimedia components, video lectures and so forth.

b. Learnability

With the help of multimedia learning components, a small chunk of information should be helpful to illustrate and demonstrate the process and some abstract content. It also encourages learners to have self-reflection and promotes their collaboration and problem solving skills through written messages posting in the discussion forums. Due to varieties of learning styles needed, it suits different types of learners.

c. Interactivity

Interactivity is the key to a quality e-learning experience. Four types of interactions including learner-content, learner-instructor, learner-learner, and learner-interface need to be critically considered in the development of e-learning.

d. Collaboration

Learning process involves collaboration and a social context, with learners working together. The use of sharing ideas in groups, collaborative learning and discussion of assignments should be employed when designing e-learning materials.

In conclusion, a good e-learning material should be shorter in extent so that it is more appropriate for online study. It also has to encourage learners to have self-reflection and promotes their collaboration and problem solving skills through written messages posting in the discussion forums. Besides that, interactivity is the key to a quality e-learning experience, so, the use of sharing

ideas in groups, collaborative learning and discussion of assignments should be employed.

6. Moodle

Moodle is a free, open-source e-learning software, also known as a Course Management System (CMS), a Learning Management System (LMS), or a Virtual Learning Environment (VLE). Based on the concepts of social constructivism, this system was developed by Martin Dougiamas to provide educators and students with an opportunity for online interaction and collaboration (Dougiamas & Taylor, 2003). Moodle is widely used for teaching courses at many educational institutions around the world. As of May 2010, there were over 48,000 active sites, 3.5 million courses, and 35 million people from 211 countries that use this system (Moodle Statistics, 2010).

Although this system is not designed specifically for language teaching, it provides a number of useful learning tools that can be used in ESOL writing classes. Available in over 80 other languages, this system can be used for teaching writing in other languages too.

In addition, Stanford (2009) states that a typical Moodle course consists of a set of tools that allow for the integration of a wide range of assignments, activities, and multimedia resources (both internal and external), electronic delivery of teaching materials (such as documents, presentations, audio and video files), synchronous and asynchronous teacher-student and student-student communication (for example, chats and forums), and testing and assessment of students' work.

It can be said that Moodle is interesting enough to be discovered since it is a paperless tool. Since it is paperless Moodle can contain many kinds of materials.

Moreover, Rinkel (2011) mentions the benefits of using Moodle in education as follows:

- a. There's no paper waste.

The journaling option on Moodle saves paper and allows students to revise even after the teacher assesses the writing.

- b. It allows the teacher to check and respond the students' works anytime.

Because Moodle is web-based learning media, the teacher could check and respond to the students' works anytime and anyplace, since there is an internet connection to access.

- c. Moodle allows students to respond to journal entries anytime.

Because Moodle is web-based learning media the students could check and respond to journal entries anytime, since there is internet connection to access.

- d. Entries are private, accessible only to the student and the teacher.

The entries of the web can be set to be accessible only by the member of the learning community, or in other words, only to the students and the teacher.

7. Teachers and Learners Role in Interactive Learning Media

Chee and Wong (2003) argue that the teacher can play three kinds of roles. The first role is as the presenters, he elaborates some teachers' responsibilities as the presenters. The first is gaining attention; the teachers should make the topic relevant to the learners and try to relate the learner interest. The second one is

informing learners the objective of the lesson. The teachers should let the students know what they will be learning. The third responsibility is recalling previous learned materials; in this case the teacher should get the learners to recall what they have learnt before and connect to the information. The fourth is providing guidance. The teacher helps the learners to achieve the learning objectives. The fifth is obtaining performance. The teacher is in charge of asking the learners to practice what they have been taught. The sixth is providing feedback i.e. informing the learners how they are progressing. In accordance with the learning assignment, the teacher should also assess the learners' performance and evaluate the knowledge they have been acquired. The last is enhancing retention and transfer, for example, helping the learners to remember and transferring their skills to another situations.

The second role is as facilitators. He mentions that the teachers in interactive media should provide guidance hold discussions, monitor the learners understanding and encourage their work, the third role of teachers is as designers. The teacher in this case should design materials focusing on students centered learning rather than teaching information.

In the same way, Bruner (1966) in Alessi and Trollip (2001), mentions that learners play as the controls of the learning. He states that learners should make the sequencing decision about their own learning activities. It includes the ways; learners concern a sequence of moving forward moving backwards and selecting what to do next.

Finally, it can be concluded that a teacher in interactive learning media has roles as a presenter, facilitator and designer. There are also some ways to follow in order to make the learners' control run well. The first is always permitting the learners control of forward progression. The second is giving the learners help complains glossaries generally and providing them with global control, and the last is allowing the learners to pause, continue repeat or skip the movies, audio or animation in the interactive media.

8. Developing Moodle-Based Website

There are standards, and it's a challenge for the designer or design team, to approach each project maximizing with an idea in mind of the minimum standards which should be achieved in completing the project. In order to guarantee that the standards for the project are going on and following the parameters for its construction mentioned before, it is necessary to apply an ongoing evaluation. Therefore, this evaluation has to follow some basic parameters that include revision that is the process of transforming statically design process in an interactive one.

The last stage of the project is a relevant element of management that will also include special features of evaluation process. The evaluation, basically assessed with objectives which are reached until the moment of the evaluation, and all the parameters stated have been measured in order to guarantee the quality of the project. As well to analyzes all the points that are not allowing the full design of the project schema.

The stages of developing the media above can be explained by the following model inspired from Alessi and Trollip (2001) in their book multimedia for teaching the below steps are:

a. Planning

The first step presented by Alessi and Trollip is one of the most important because this step focuses in the information that has to be assimilated, organized and understood for the web project team, ensuring that all of the participants know the basic features of the content that has to be learned and the main goals of the project. The features of this stage are as follows.

1) Defining the scope

The planning process begin with a definition of the scope of the given content that the instruction is expected to cover. It includes what the learner intended to know or be able to do at the end of the learning experience and what kinds of product supposed to deliver.

2) Identifying the learner characteristics

Learning characteristics should be assessed based on age, experience, physical and intellectual ability, reading level, educational background, socioeconomic status, and motivation. Prior knowledge of the subject matter area to be taught should also be determined. It may be possible that the client intends to use the instructional product as a form of reference as well as a teaching tool. If this is the case, characteristics of those who will use the tool for reference should also be assessed.

3) Establishing the constraints

Establishing constraints involves comparing the context in which the product will function to the qualities it is expected to have. Constraints include hardware, software, cost, and time.

4) Making a draft of the budget for the project cost

Determining the cost of the project is another phase of the planning process. An itemized list of deliverables and an analysis of the time and materials required to produce each is essential for a for-hire project.

5) Producing a planning document

6) Producing a style manual

The style manual will establish the look and feel of the product, establish style conventions, and set parameters for functionality and create components that will all fit together into a seamless whole.

7) Determining and collect resources

8) Conducting initial brainstorming

Once the planning documents and resources are in place, it is time to develop an approach to the project. The goal of brainstorming is to produce a large quantity of ideas. Quality is not evaluated in the initial brainstorming phase, since an idea that is not directly applicable can trigger a more useful idea. These ideas will be drawn on in the design phase of the process.

9) Defining the look and feel

Diagrams and prototypes may be used to communicate design ideas.

10) Obtaining client sign off

Once all these steps have been accomplished, it is time to obtain client approval, or sign-off, for everything that has occurred and is being planned

b. Design

The design phase is the most creative as it deals with the activities of assembling the content and deciding on how it is to be treated from both an instructional and interactive perspective that will help the target learners achieve the intended learning outcomes.

The stage includes:

1) Developing initial content ideas

These documents will enable the development team to turn the proposed instructional product into a reality. During the design phase, then ideas are turned into a first draft of the program, and, finally, design documents are created.

2) Conducting task and concept analyses

The two most commonly used methods of content analysis are task analysis and concept analysis. Task analysis begins with the final, or terminal, objective and breaks it down into its component parts, each of which is then similarly broken down. This process continues until the "entry-level skills," those skills and abilities the target learners should possess before receiving the instruction, are reached. Concept analysis takes a learning domain and breaks it down into the relevant concepts which must be understood before the domain can be mastered.

3) Doing a preliminary program description

The types of learning represented by each component of the content analysis should be identified and appropriate methodologies to facilitate that learning established. A flowchart or diagram may be used to illustrate the sequence of the intended instruction.

4) Preparing a prototype

A prototype is a rough model of the final product. Prototypes are useful to help clients and developers envision the planned program.

5) Creating flowcharts and story boards

Flowcharts reveal the structure and sequence of the instruction. They show how the various enabling objectives are taught and how the learner moves through them to reach the terminal objective. Storyboards should include the complete primary text and secondary text as they will appear onscreen, graphics, and audio and video scripts.

6) Preparing scripts

Prepare the script for the design and interface of the media.

7) Obtaining client sign off

When all the planning documents have been completed, evaluated by experts, and revised, client sign-off should be obtained

c. Development

For this stage, the main goal is to convert the design of a multimedia program and turning it into a robust product that will be considered as the development product and includes the following sub-stages.

1) Preparing the text

Programming involves translating the inert text into a dynamic computer program. Programmers must take the technology that will be used by the target audience into account when writing the product's code. It may be possible to draw on existing code to create some parts of the program.

2) Writing the program code

It is important that the quality and richness of graphics, whether still or animated, be consistent throughout the program.

3) Creating the graphics

The graphics is not only for the material but also as the part of the design and the interface of the media.

4) Producing audio and video

If video is to be used, it should be included only when clearly more effective than other options, and should always be professionally produced. Audio is less expensive to produce and easier to deliver via Web than video. If audio is included, users should be given the option not to listen to it. (Both video and audio are easier to deliver via CD-Rom than over the Web.)

5) Assembling the pieces

When all of these components are united, it is important to establish clear procedures for modification so that updated versions are not overwritten by earlier ones.

6) Preparing support materials

In many cases, support materials must also be created. These can include user manuals, teachers' manuals, technical manuals, and additional teaching and learning materials.

7) Doing Alpha test

Alpha testing involves a thorough review of all aspects of the program and supplemental materials by the design and development team. Problems should then be discussed and corrected; these changes should be well-documented.

8) Making revisions

The results from alpha test are used as consideration to revise the preliminary product.

9) Doing a beta test

Then the product is given to the client for beta testing. Beta testing is a formal process that generally includes the following steps: selection of learners; explanation of the test procedure; observe the learners using the program; interview them after they complete the program; assess the learning which occurred; revise the program as needed.

10) Making a final revisions

The feedback from the alpha and beta test, would be synthesized to make the revision. The last revision will also be called the final revision.

11) Obtaining client sign off

The product is given to the client for final approval.

12) Validating the program

Following the completion of all testing and revisions, the product is given to the client for final approval (sign-off). Turning the program over to the client does not mean forgetting about it. Even the most rigorous alpha and beta testing cannot substitute for evaluating a program's effectiveness in the real world. The process of determining how well an instructional product helps its users attain the desired learning outcome is called validation. This real-world evaluation should look at a variety of aspects of the program's effectiveness.

B. Relevant Research Studies

The studies of interactive multimedia development as instructional media in language learning have been conducted by some researchers. Tu, Chen, and Lee (2007) found that web blog poses a positif impact on the taching of EFL writing. Most students consider that blog writing help them in developing their writing abilities and arouse their interest in writing on the weblog.

In another study, Kusrini in (2008) found that the product of web-based instructional media is a good and effective medium to sustain an instuctional process of writing skills through a non face-to-face strategy. All the asesment aspects in this study are marked A (very good) in average.

In addition, previous research conducted by Nisyak (2011) found that the product of web-based instructional media is a good and effective medium to sustain an instructional process of writing skills through a non-face-to-face strategy. The study proves that it is possible to make website as a medium of learning to write in class.

C. Conceptual Framework

English is one of the main subjects that is taught in senior high school. Although the students have got this subject since elementary school, they still face many problems in their learning. One of the problems is the writing process that is essential in language learning. Writing is a complicated skill to acquire. Richards and Renandya (2002) state that writing is the most difficult skill for second language learners to master. The skill involved in writing is so complex that the students often find difficulties in writing. Generally, the students' problems in writing cover in planning, organizing and common error such as in grammar, spelling, punctuation, and diction.

According to the early observation, writing also becomes a problem for the students of the tenth grade of the senior high school observed. There are some problems related to the English writing process. The students have low competency in writing; their understanding about aspects of writing is bad. Their knowledge of grammar, diction, and cohesion and coherence is not used appropriately. The second problem is that many English teachers have not made use of the internet yet to teach writing though they are experienced enough in operating a computer and accessing the internet. Most of them are only experienced enough in operating a computer and accessing the website for downloading materials. They are not able yet to manage a website, it is important therefore to design an educational website which is manageable and not overwhelmed the students.

Based on the above facts that teachers need to make interesting media to help the students practice writing. One of the interesting things that can be considered as media for teaching and learning writing is a website. Johnson (2004) suggests that websites have immense potential as an extremely valuable tool for the teaching of second language writing. He proposes some advantages of using websites for teaching writing. The first is that all students' writing samples are kept in one place and can be read from any computer connected to the internet anytime. The second is that the teacher can give individual feedback to individual students writing. Teachers can also give collective feedback to the class when a recurring mistake is found by adding new entries. The third is that students have the option of previewing the class material before class and reviewing the materials after class. The fourth, students can read comments for the class as a whole and comments directed at them individually. This maximizes feedback and contact with the teacher. The fifth, students can observe how their writing has changed over time. Based on the advantages above, there is no doubt that website will be very helpful for teachers and learners in the learning process.

On the other hand, for teachers, it is difficult to make the website easily. There are complicated programming languages which need special time to master can be one of the obstacles in developing the media. To overcome this difficulty using the LMS is the right choice. A Learning Management System (LMS) can be defined as an information system that administers e-learning courses and keeps track of student progress. LMS is used since it provides a set of e-learning website builder that easy to use. By using LMS teachers can make and administer an e-

learning website, although they do not master any programming languages. In this research the researcher uses MOODLE as the LMS to administer the website.

Based on the explanation above, the researcher wanted to develop a website for the tenth grade students of senior high school first semester using MOODLE as the LMS. This website is focused on the writing skill for the tenth grade students of senior high school at the first semester.

In developing the website the researcher used the step which is proposed by Alessi and Trollip (2001). The step consists of planning, design and development stages. The website used the genre based teaching cycles which are Building Knowledge of the Field (BKoF), Modeling of Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT).

CHAPTER III

RESEARCH METHOD

A. Type of Research

This study is categorized into educational Research and Development (R & D) and the goal of this study is to design an educational product which can be used effectively in the educational programs. Borg and Gall (2003) define educational research and development as an industry-based development model in which the findings of the research are used to design new product and procedures which then are systematically field tested, evaluated, and refined until they meet specified criteria of effectiveness quality of similar standards.

B. Research Procedure

A model is required to develop the website systematically. In relation to this, the researcher developed the interactive website adapting the model proposed by Alessi and Trollip (2001). This model clearly states that a good multimedia development should follow three phases. Here are the phases adapted from Alessi and Trollip model in details.

1. Planning

a. Defining the scope

The planning process begin with a definition of the scope of the given content that the instruction is expected to cover. It includes what the learner intended to know or be able to do at the end of the learning experience and what

kinds of product supposed to deliver. The material developed, is writing material for the tenth grade of senior high school first semester.

b. Identifying learner characteristics

The learners that became the participants of the try-out were investigated. These include the age, gender, language acquisition, and computer literate.

c. Producing a style manual

A document of the steps was created to develop the website systematically. The style manual will establish the look and feel of the product, establish style conventions, and set parameters for functionality and create components that will all fit together into a seamless whole.

d. Determining and collect resource

The materials source that presented were found out, selected, or established.

e. Obtaining client sign-off

An agreement about the plan should be made with the board or school that will be used to conduct the try-out of the interactive multimedia.

2. Design

The design process for the Allessi and Trollip model is linked with the activities that structuring the content and taking decision on how it is be arranged from both an instructional and interactive perspective. It is also related with the strategies and ways to interact with the audience or receptors of the project, from students until teachers and also to web training team that should include audio, and computers developers.

The stage includes:

a. Developing initial content ideas

The mapping of the website should be created including the order, the length, and the number of materials.

b. Conducting task and concept analysis

The task and the concept used in presenting the materials should be investigated.

c. Preparing a prototype

d. Creating flowcharts and story boards

e. Preparing scripts

The script used in audio and visual elements should be created.

f. Obtaining client sign off

An agreement about the design should be made with the board or school that used to conduct the try-out of the interactive multimedia.

3. Development

For this stage, the main goal is to convert the design of a multimedia program and turning it into a robust product that considered as the development product and includes the following sub-stages.

a. Preparing the text

The text was imported into the interactive multimedia.

b. Creating the graphics

The graphics were made whether they are pictures or animation to support the materials presentation.

c. Producing audio and video

The audio and video were made to facilitate the language materials particularly listening skill.

d. Preparing support materials

Some relevant supporting materials were provided such as links, games, crossword puzzles, search words puzzles, extra activities, and songs.

e. Assembling the pieces

The texts, graphics, audio, and video were rendered into one piece.

f. Doing Alpha test

The media were consulted to the media expert and also the material expert.

g. Making revisions

The media were revised based on the result of evaluation done by the media and material experts.

h. Doing a beta test

The media were consulted to the participants of the try-out.

i. Making a final revisions

The media were revised based on the participants' evaluation.

j. Obtaining client sign off

An agreement about the development was made with the board or school that will be used to conduct the try-out of the interactive multimedia.

4. Program Validation

To validate the program there are two steps: the first is alpha testing and the second is beta testing.

a. Alpha testing

Alpha testing, the production staff, the instructional designers, content experts and sometimes external people such other experts contents are asked to go through the program to evaluate the content, the flow through the material, the robustness of the programming. The purpose is to identify then eliminate as many problem possible.

b. Beta Testing

Beta test is a full test of the final product by the client. It is a formal process with clear procedures about what to do and what to observe, inside the beta testing are identified the following steps:

- 1) Selecting the learners, it is necessary to choose at least 3 learners, one could be the average learners, one the best learner, and one the slowest learners that will use the program. These spreads of capabilities will held to assess whether the program meets the need of entire population.
- 2) Explaining the procedure; explain the purpose to the students.
- 3) Determining prior knowledge, before learners begin the program, ensure that the instructor know what previous exposure they have had to subject matter.

- 4) Observing the learners going through the program, it is important to observe the body language that the students shows using the program, could be measures using video recording and then analyze the information
- 5) Interviewing (content, operation, enjoyable, interesting, useful, and boring. It's helpful to make an audio recording of the interview in order to review it later.) This allows focusing on conducting the interview rather than on taking notes as the other person speaking.
- 6) Assessing their learning; assessment of learners' achievement should follow their use of the program. This may be a written exam or oral examination.
- 7) Finding revision, after obtained data from learners it is necessary to decide if the program needs further revisions.

C. Data Collection Techniques

This research applied three kinds of techniques in collecting data, observing, administering questionnaires and interviewing. The researcher used observation technique to obtain the data about the learner's characteristics, learning resources and the availability of multimedia facility. The questionnaire was administered following the guidelines proposed by alessi and trollip in evaluating the media that are distinguished into three parts, first for the material experts, second for the multimedia experts and third for the students. The first and the second questionnaires used to obtain the evaluation toward the interactive multimedia development before being tried out to the students.

Then the interactive learning media will be revised based on the result of the first and second questionnaires. It purposed to evaluate the developed learning media so it fulfilled the good quality criteria. The third ones is for student to evaluate the first revised interactive learning media. So it could be more suitable for students conditions and students need. This questionnaire was followed by interview, so that the researcher got much feedback. The data and information obtained were used to revise the interactive learning multimedia and identify the effective design.

D. Research Instruments

The instruments used in this research are check list, and questionnaires interview guide lines. Allessi and trollip (2001) state that interactive multimedia can be evaluated using two kinds of test: alpha testing and beta testing. Alpha testing is the major test that is conducting by the design and development team. In this study, the researcher involved material experts and multimedia experts. The questionnaires used in this test was open-ended questionnaires in which the experts were free to give their judgments toward this research. Beta testing is the test done by the sample of this research; the research involved the sample of this research.

Table 3: **The Organizations of Questionnaire**

No.	Material Aspects	Item Number	Source
1	To find out the relevance and the appropriateness of the materials	1,2	BSNP (2006), Nunan (2004 : 174), Tomlinson (2008 : 120), Nesbit,Li, and Leacock (2005 : 104)
2	To find out the suitability of the materials to the students.	3	
3	To find out the appropriateness of the task structure.	4, 10, 12	
4	To find out the material attractiveness.	5, 8, 19	
5	To find out the use of accurate and natural language.	6, 7, 9, 11, 13	
6	To find out the setting of the task	14	
7	To find out the learning presentation requirements	17, 18	
8	To find out the effectiveness of learning presentation.	15, 16, 20	
No.	Media Aspects	Item Number	Source
1	To find out the appropriateness of the presentation design of the web.	1, 2,3,7	Brandl (2002: 96), Nesbit, Belfer in Leacock and Nesbit (2007: 45), Mayer in Mishra and Sharma (2005 : 14), Clark and Mayer in Fre and Suton (2000:4), Stemler (1997:2), Lee and Owens (2004: 145), Nesbit, Li, and Leacock (2005: 104), Aguilar (2011:2)
2	To find out the instructional web use clarity.	4, 5,11, 12	
3			
4	To find out the accessibility of the web.	6,19	
5	To find out the students motivations towards the use of the web.	20	
6	To find out the availability of feedbacks and adaptations	17, 18	
7	To find out the quality performance of the displayed video and audio components and physical appearance.	8, 9, 10, 13, 14, 15, 16	

E. Data Analysis Techniques

This research uses two kinds of data, namely qualitative and quantitative.

The qualitative data are collected from interviews, and the quantitative data are collected from questionnaires.

1. Data from Questionnaires

The data from questionnaire will be obtained by using scoring scale. The respondents are asked to state their opinions by choosing options which are categorized into five scales, namely very poor, poor, average, good, and excellent.

Those scales are scored as follows.

Table 4: **Scoring Categories**

Category	Score
Very Poor	1
Poor	2
Fair	3
Good	4
Very Good	5

To analyze the data, the descriptive statistics namely the central tendency was used. The central tendency measure which was used in the study was the mean. It was calculated by following the formula as proposed by Suharto (2006) below:

$$\bar{X} = \frac{\Sigma X}{n}$$

Note:

\bar{X} = average score
 ΣX = total score
 n = amount of respondents

Then, to put all the mean values in the category, range was used to classify the mean values in classes (Suharto, 2006: 52). The method for calculating it was the same as that in the score conversion; i.e. finding the class interval for determining the category. The class interval was calculated based on the following procedure: firstly, we had to find the range of the class by applying the formula ($R = X_{\text{highest}} - X_{\text{lowest}}$), then, the result of the calculation was divided by the desired number of the class (in these case 5 classes). Based on the calculation, the class interval could be presented as follows:

Tabel 5: Criteria of Website Content Quality

Range	Category
3.00 – 3.40	Very Poor
3.41 – 3.81	Poor
3.82 – 4.22	Fair
4.23 – 4.63	Good
$4.64 \geq$	Very Good

2. Data from Interviews

The data in form of interview transcripts were analyzed based on the qualitative data analysis as proposed by Miles and Huberman (1994). The qualitative data were analysed in four steps. The first step was by collecting all the data. The second step was data reduction. In this step, the researcher selected, limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts. The next step was data display. The data that had been reduced were then organized and compressed. The data displayed of this research is in the form of text. Then, the last step was making conclusion and verification.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research study. The findings of the research are in the steps of planning, design and development process. The product and the research data are described analyzed and discussed.

A. Research Findings

The Moodle-Based Writing Website for The Tenth Grade Students of the senior high school in the first semester were developed by following phases of multimedia development for educational purposes proposed by Alessi and Trollip (2001). There were basically three major phases; they were planning, design and development. The planning phase included defining the scope, identifying the learners' characteristics, producing style manual and determining and collecting resources.

The design phase included developing initial content ideas, conducting task and concept analysis, creating flowcharts and story boards, and preparing the scripts. The development phase consisted of some steps i.e. preparing the text, writing program codes, creating the graphics, producing audio video, assembling the pieces, preparing supporting materials, doing alpha test, making revision. The following are the actual research finding and explanation of the development of the moodle-based writing website for the tenth grade students of the senior high school in the first semester in the form of the steps.

1. Planning

a. Defining the Scope

This study aimed to build an internet media to help the students practice writing which can be fully manageable and controlled by actual teachers of Indonesia and contains the materials which agree with the curriculum. This study then used the Standard of Content as the basis on the web based materials development. The contents were based on the standard of competence and the basic competence. Therefore, this study did not address any questionnaires before the material development progress.

As stated in the standard of competence and the basic competence of tenth grade students of the senior high school in the first semester there are three kinds of genre text that should be taught. They are procedures, narrative and recounts. The following is the standard of competence and the basic competence according to the Standard of Content (BSNP 2006).

Table 6: Standard of Competence and Basic Competence of Writing Skill for the Senior High School Students Grade X Semester One

Standard of competence	Basic competence
6. To express short, simple, functional essays in the genres of recount, narrative, and procedure in the context of daily life.	6.1 To express an idea in a short functional written text (e.g. announcement, advertisement, invitation, etc.) both formally and informally in an accurate, fluent, and acceptable way, in the context of daily life
	6.2 To express meanings and steps of rhetorical essays in an accurate, fluent, and acceptable way using written style in the context of daily life in the genres of recount, narrative, and procedure

From the Standard of Competence and Basic Competence in the table, the researcher chose a Standard of Competence 6.2. The researcher then generated two main courses based on the genre of the text. The courses are Writing Recount Texts and Writing Narrative Texts.

The title of the first course is Writing Recount Texts. The topic is the My Unforgettable Experience. This unit provides the materials of recount text and language feature that are used in recount text i.e. simple past tense, spelling and punctuation and also the conjunctions used in recount text. The indicators of the writing are that the students are be able to identify generic structures of recount text, to use language feature in the text, to identify the difficult words, to produce recount text.

The kinds of activity of the first course are: Matching the sentences with the appropriate information questions, matching the words with the appropriate meaning in the dictionary, writing the information question based on the sentence and the picture, correcting the false statement based on the information on the text, completing the text using the appropriate words which are given, writing the sentences based on the pictures or video, arranging the jumbled sentence into a good text, re-writing a text with proper spelling and punctuation and writing their own text using the clues which are given. This course also provides forum post, chat room, and reflection.

The second unit has the title Writing Narrative Texts. The topic of this unit is Once Upon a Time. In this unit, the students learn the narrative text the materials of narrative text and language feature that are used in narrative text i.e.

simple past tense, spelling and punctuation and also the conjunctions used in narrative text. The indicators of the writing are that the students are be able to identify generic structures of narrative text, to use language feature in the text, to identify the difficult words, and to produce narrative text.

The kinds of activity of the second course are same as the first course with different contain according the genre text. The kinds of the activity are are: Matching the sentences with the appropriate information questions, matching the words with the appropriate meaning in the dictionary, writing the information question based on the sentence and the picture, correcting the false statement based on the information on the text, completing the text using the appropriate words which are given, writing the sentences based on the pictures or video, arranging the jumbled sentence into a good text, re-writing a text with proper spelling and punctuation and writing their own text using the clues which are given. This course also provides forum post, chat room, and reflection. The table of the course grid can be seen in appendix.

b. Identifying Learner Characteristics

The learners that became the user of this Moodle-Based Writing Website are the students of the tenth grade senior high school. They are male and female with their age ranged from 14 to 16 years old. They should be computer literated and be able to use internet to operate the website well.

c. Producing Style Manual

A style manual was produced as a guideline on how the website and the materials look like and accessed in the website. In producing the style manual for

Moodle-Based Writing Website the researcher considered and completed some point as follows:

- 1) Preparing the documents which were needed for the material presentation, e.g. online worksheet and online programs.
- 2) Preparing the hardware and software which were used in developing the web based writing materials.
 - a) a set of computer with minimum requirements: a personal computer with an Intel Pentium dual core processor, 14.1 inch wide monitor, 80 GB HDD, 512 DDR2, 802.11 b/g WLAN, Intel graphic and media accelerator X3 100, and Windows XP OS.
 - b) XAMPP and MOODLE installer to build the website, Moodle is Moodle is a free open-source e-learning software which also known as a Course Management System (CMS), a Learning Management System (LMS), or a Virtual Learning Environment (VLE).
 - c) CorelDraw graphic suite X3 CorelDraw. It enables the researcher to create and process vector graphics, professional illustrations for newsletters, brochures, logos and web graphics. This software also includes photo editing tools to create the graphics or any files with .jpg, .gif, .png, and other bitmap graphic extension.
 - d) Adobe Photoshop. It is an image creation software and editor. Photoshop can create any effect or style needed in a drawing or painting or layout.

- e) Adobe Flash Professional. This software is commonly called flash; it is used to create animation and any interactive applications in the website. The extension of the files which created by flash is .swf and .exe. To access this extension, a pc needs adobe flash player.
- f) Audacity is an audio recorder program which as easy to use, it can be downloaded freely from internet.
- g) Quiz-maker software. The quiz-maker software used to create an interactive quiz in simple way rather using Adobe Flash. The output of the quiz can published in form of SCORM. SCORM is a set of technical standards for e-learning software products. Specifically, SCORM governs how online learning content and Learning Management Systems (LMSs) communicate with each other. It can be simply embedded into the website. Quiz-maker also used to convert the PowerPoint presentation into .swf file.

The quiz-maker which were used in this website development are Articulate, i-Spring Solutions, Wondershare quiz creator, Lectora and Adobe Captivate. Each quiz-maker software has their own special features. Therefore the researcher used them to create different form of quizzes and presentations.

3) Preparing the standards of style manual

The style and the organization of the website have specific requirements decided by the researcher based on the factual considerations and suggestion from

the media experts. The standards include the text, content graphics, colors that used as background and button.

The graphics of website is simple as having been mentioned in Chapter II, a good educational website is not aimed to mesmerize the students. This website was aimed to make the students keep focus on the content of the website and do not get distracted by the graphics. That was why the graphics of website remained simple. Due to the speed of page loading and the space allocation of the hosting, the size of file used and uploaded in the website must less than 1 megabyte. If there were files more than 1 mb, it would be uploaded into third partied website then embedded or linked into the e-learning website.

d. Determining and Collecting the Resource

After gathering the materials from any sources, the researcher then chose the suitable materials to be inputted in the website. Those materials then were compiled. The sources of the materials were noted in order to give information that the materials were not created by the researcher or the web developer, but they were adapted from any sources.

The materials were adapted from some websites which contain suitable materials for Senior High School Students Grade X Semester One. Besides that, there were some e-books such as BSE for Senior High School Grade X Semester One which also became the sources. Materials from some course book were also adapted with some revisions to make the printed version classroom activities suitable for online interactive activities.

2. Design

a. Developing Initial Content Ideas

In this step, the researcher decided the suitable compositions of the web design and content materials. The design includes the basic looks of the product, navigation techniques, font size and colors, and the resolution of the graphics and video. For the basic look of the website, the researcher used a three-columns website design.

The reason is that the website is an educational website which contains much texts, graphics, and features. The navigations and widgets also can be managed and placed easily in a three-columns website design. Besides that, the users are already familiar with three-columns website i.e Facebook. For the font size the standard size from the LMS which are, 8 pt, 10 pt, 12 pt, 14 pt, 24 pt, and 36 pt. The font style of the content and navigation the website used sans-serif family, and serif for the title.

b. Conducting Concept Analysis

In this step the researcher concepted the activities or the things that learners must do and the content or the information that learners must understand. The concept of the tasks was created in the steps of genre genre-based approach. The Genre-based approach applies five stages to teach. Feez and Joyce (1998) present the stages, purposes and focuses of the activities of genre-based teaching as follows: building knowledge of field, modeling of text, join construction of the text, independent construction of the text and linking related text.

The activities in the web varied from simple to complex ones. There were true false, matching, multiple choices, short essay, fill in the blank, sequence, and multiple responses. Actually this step has been completed already when the researcher analyzing the Basic Competence and making a course grid in the Planning stage. However in this step the researcher added some details to arrange the sequence of activity or content placement to be converted in form of storyboard.

c. Creating the Flowchart and Storyboards

In this step, the researcher generated flowchart as the flow model of the structure and the order of the pages placement. The researcher generated a flowchart as a guideline in creating the menus of the website. Each pages of the website to make a flowchart to decide which pages belong to certain menus. The following figure is the flowchart of website which was developed.

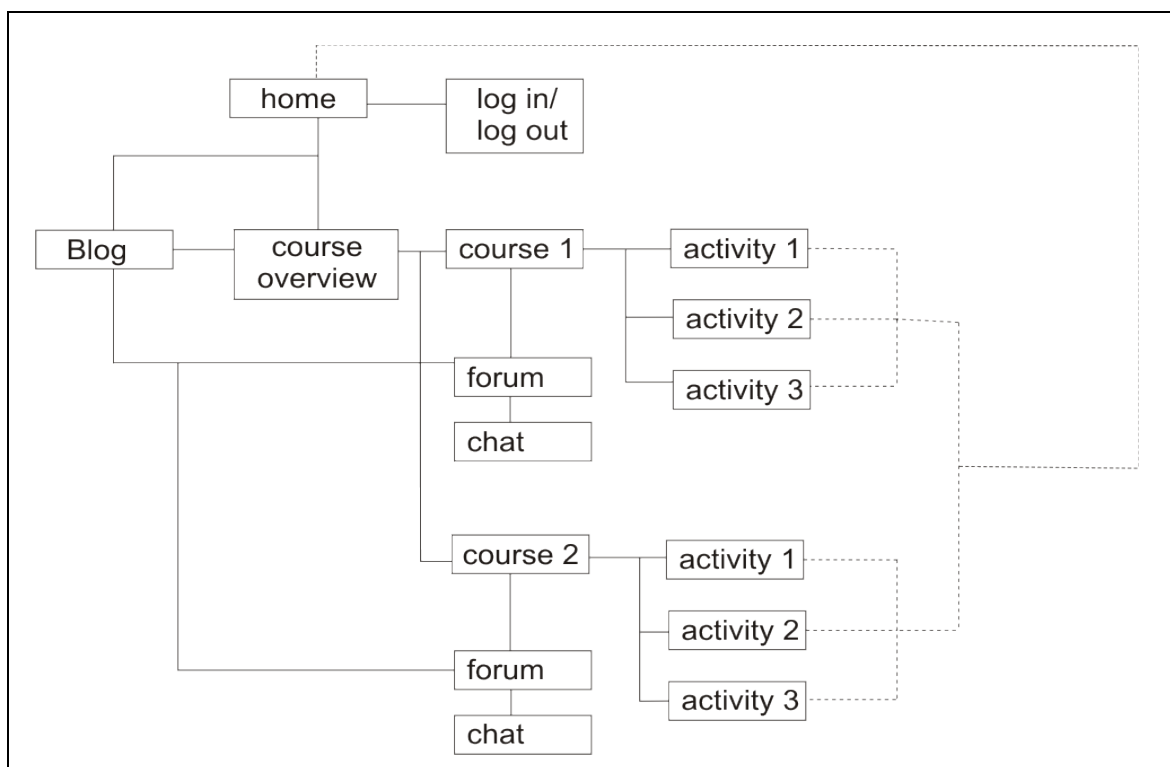


Figure 1: **General Flowchart of the Website**

After making the flowchart of the website, the next step was creating a storyboard of the website. A storyboard is a detail, structural and systematical step by step planning on how the website would be designed. It basically is a design showing what will be designed in the web and how the website would be operated.

It can be on the form of sketches of boxes, with details on what it represents, how it looks and where or what it will lead to the next. The story board was first made through sketches on pieces of paper. Then it was made in the forms of documents.

There are actually four main components in Moodle-Based Writing Website; the first is login form. Unless they are registered users, they are not allowed to give comments, to join the forum and to download the files. To be a

registered user, users have to contact the system administrator to get a username, a password and to be enrolled into the courses.

The second component is home and my home. The home consists of homepage preface, and the recount and narrative course links and forum menu and downloads links. The homepage is the first page of the website when the users are visiting the website. There are some social media icons also in the bottom right corner of the website to contact the admin, and the course links consists of links which are related to narrative and recount texts courses.

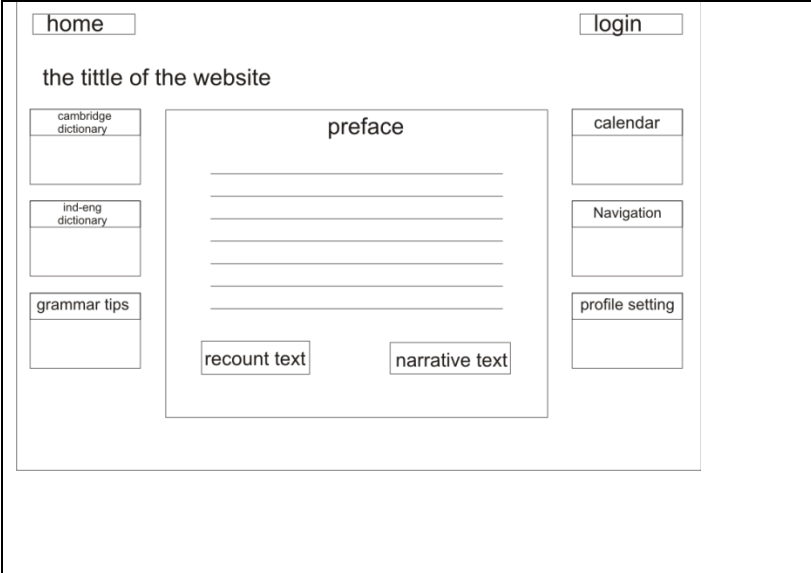
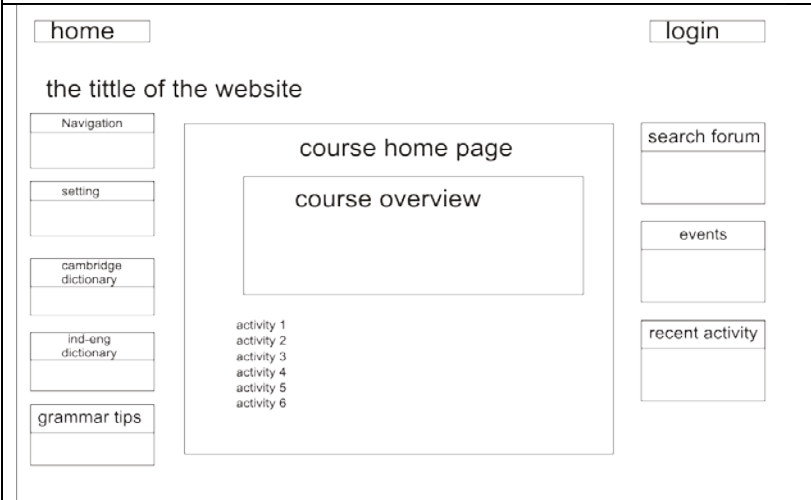
The forum menu can be used to have an open discussion among the students when they get some difficulties during accessing the website and to chat with the teacher and administrator. However the users have to be registered users before to be able to access this feature. The download area menu consists of some files which were included in the website.

My home menu is the personal user page. It contains the course overview, the history of the user activities, and the progress of the users. The score from the completed task can be seen also in this page.

The third components are course. The course in the web is writing materials for the tenth grade students of the senior high school in the first semester. The materials were developed based on Standard of Competence and Basic Competence for grade tenth senior high school in the first semester.

The fourth component is the navigation button; it is used for coming back to the previous page or to jump from a page to another page in the website. The following figure is the story board of the website.

Table 7: **Figures and Explanations of Storyboard**

	<p>The story board level 1</p> <p>The first-level flowcharting showed the first page of the website. Here, the students must login first. They must enter their login names or emails and their passwords. If they do not have an account yet, they must register first by contacting the administrator.</p>
	<p>The story board level 2</p> <p>The second level is the course page. It contains of course overview and activities.</p>

d. Preparing the Script

In this step all the scripts which were used in the web were prepared, including the audio scripts. Since the materials were developed based on the based on Standard of Competence and Basic Competence for grade tenth senior high school in the first semester which says “to express meanings and steps of rhetorical essays in an accurate, fluent, and acceptable way using written style in the context of daily life in the genres of recount, narrative, and procedure” based

on this Basic Competence, there were some narrative and recount texts input which were included in the website.

The input were inform of written text and audio video input. The audio and video inputs were taken from other website i.e. YouTube and Esl-lab. The researcher made adaptation to make the audio and video input suitable to Standard of Competence an Basic Competence, and the provide the script from the audio and video input adapted.

3. Development

a. Preparing the Text

The first thing that the researchers did in the development phase was preparing the text. The text means any materials which are in the forms of written text. As stated in the previous discussion. The materials in this web were taken either from printed sources including books and course books or electronic sources, including books and course books or electronic sources. Preparing the text means preparing all the data in the form of texts which were inputted in the web. The data can be the materials the tittles, the menus, the technical terms, and any supporting texts, in the website.

b. Writing Program Codes

In this step, the researcher wrote the program codes. The codes which build the basic web written by referring to the story boards, each component which was shown in the storyboard has to be transferred into program code to make it works. Thus the function of the program code is to make the web elements works as they are supposed to be.

There are two main codes in the website development, namely template codes and the content codes because he used the template codes which were designed by John Stabinger. The codes were already in the template package which is named DarkBB. The template codes were automatically written when the template was installed. However, the researcher made several changes in some part to suit the template with the storyboard which had already been made.

The content codes of the web were made in the administrator site of the website. Here, the contents were transformed from the texts to hyper-text markup language (HTML) codes.

c. Creating the Graphics

The button and pictures in the website were created using Corel Draw and Adobe Photoshop. The animations were created using Adobe Flash Professional and Microsoft office PowerPoint. Those graphics were transferred into files which are suitable to access using the minimal hardware requirements. The graphics which were created were purposed to support the materials presentation.

d. Producing Audio Video

Some of the audio in the website were produced manually by recording someone's voice using audacity and some others were downloaded from the internet. The videos which were not created because they were only taken from YouTube or Vimeo were only embedded from the original website which then appeared in the web. Then, the videos which taken from YouTube or Vimeo and edited by the researcher were uploaded to YouTube as well and embedded from the original website.

e. Assembling the Pieces

After all of the previous steps were completed, the next step was assembling all of the pieces. The text, graphics, audios, and videos were transferred into script they formed one piece of the whole materials. When they had been gathered all together, the first draft of the web was created. Then, all the files were put in to one folder and it was called as the database of the website. The database then was uploaded in the website hosting. The address of the web is <http://novian-faqih.com/moodle/>. This website is called the first draft. The print screen of the first draft of the web can be seen in the followings are the detailed info of the first draft.

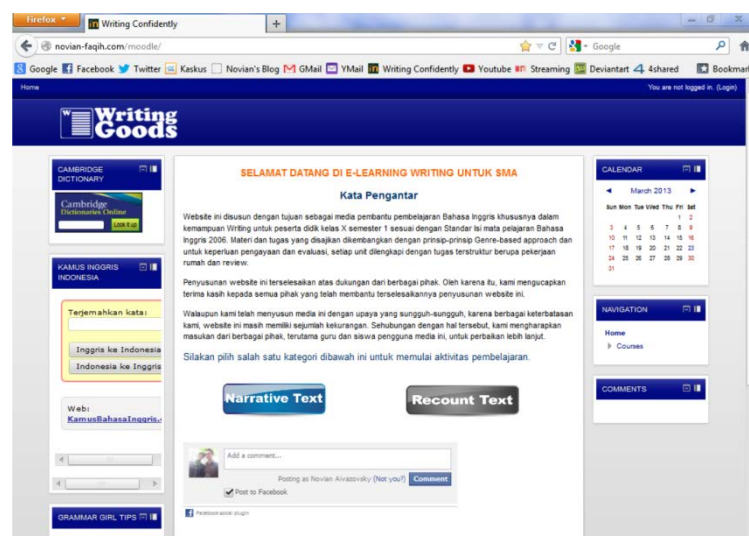


Figure 2: Home Page of the website

The first appearance after complete loading of the website is the home page. The home page contains preface or *kata pengantar* and links to course and also social media comments. The comments from the users about the website will

appear on their social media account page. The social media which embedded in this page is Facebook.

In the left and right column of the website there are some blocks. The blocks contain information and links that can be used by users during their activities in the website. The blocks are calendar, navigation pane, and some plugins such as online dictionary and grammar tips.

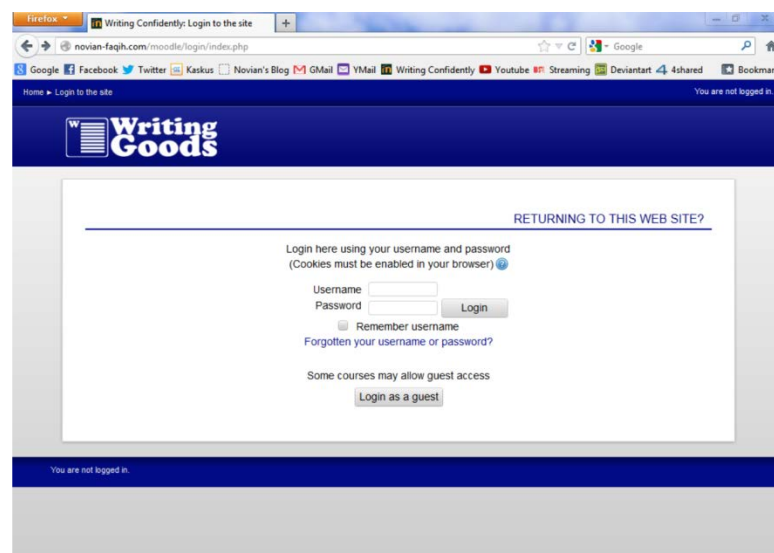


Figure 3: **Login Page of the Website**

To access the full activity of the website the users have to log in first. The log in page will appear after the users click one of the course link that appears in the home page. The login page will appear also by clicking the log in link in the right corner of the page. In this page the users have to enter their username and their password. Since the website uses manual verification of the users, the username and password are determined by system administrator; therefore, there are no sign up form in this page. Those who want to get access to the activity of

the website have to send an email to the system administrator to get a username and password.

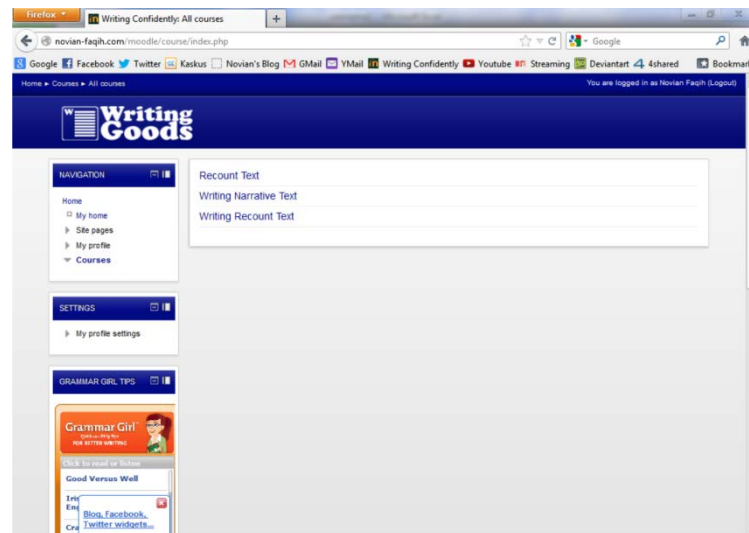


Figure 4: Course Overview

After login the users are directed the home page of the website as before. The users can view the available course by clicking the course menu in the navigation pane or users can directly enter the course by clicking one of the course button bellow the preface page in the homepage.

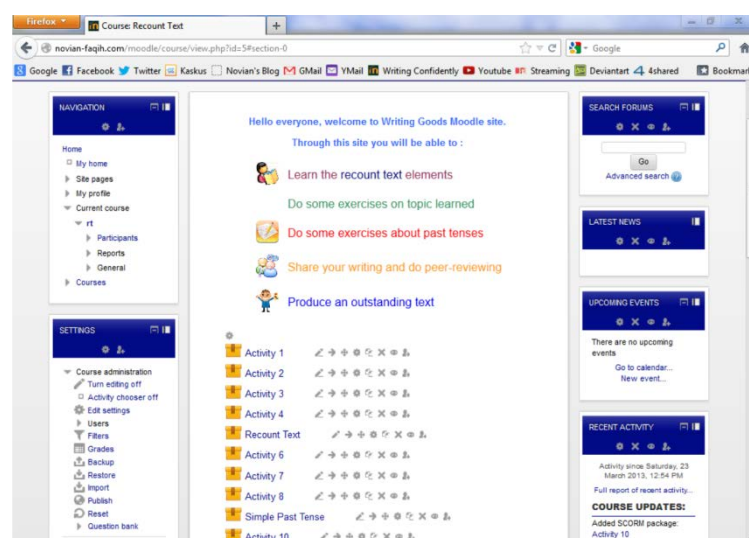


Figure 5: Course Page

Inside the course page there are course preview and list of activities. The activities are in sequence, however the users can freely move from one activity to another. The activities in the course are made by quiz maker software and in form of SCORM package.

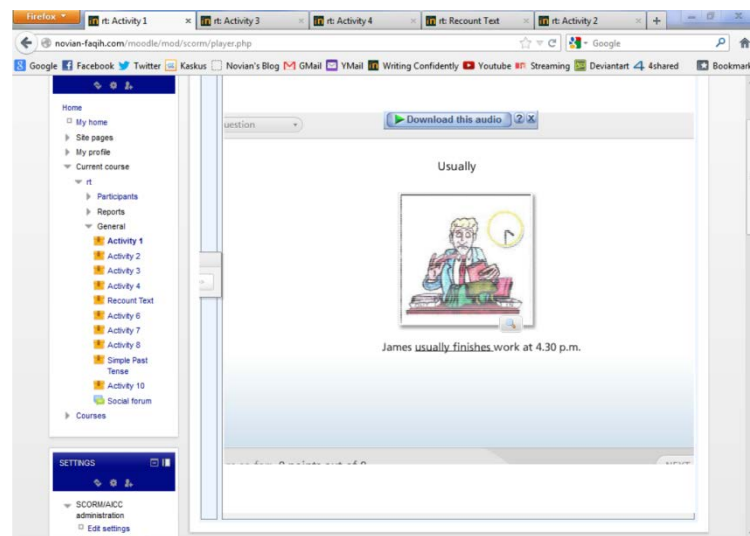


Figure 6: **Fill-in the Blanks Activity**

The above picture is fill-in the blank activity. Students are asked to fill in the blank with the correct word based on the pictures.

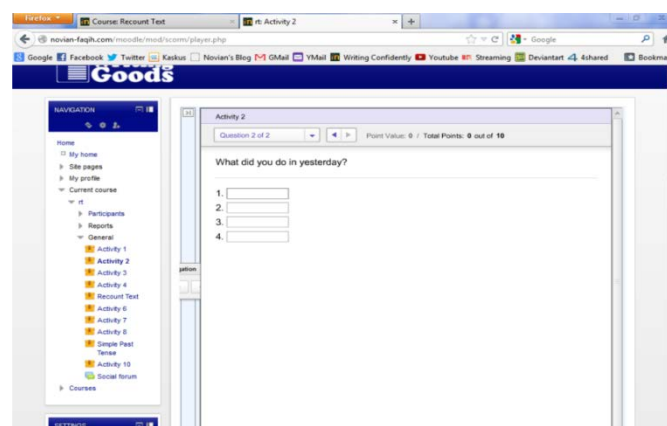


Figure 7: **Short Answers Questions Activity**

The second activity is short answer questions. The students asked to answer the questions correctly.

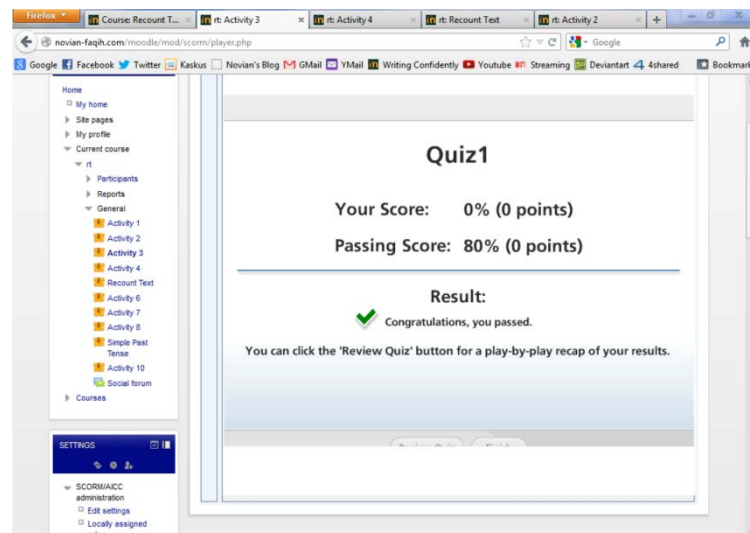


Figure 8: Score Page

The students get scores from every task completed. The score from every task is different depends on the kind of activity.

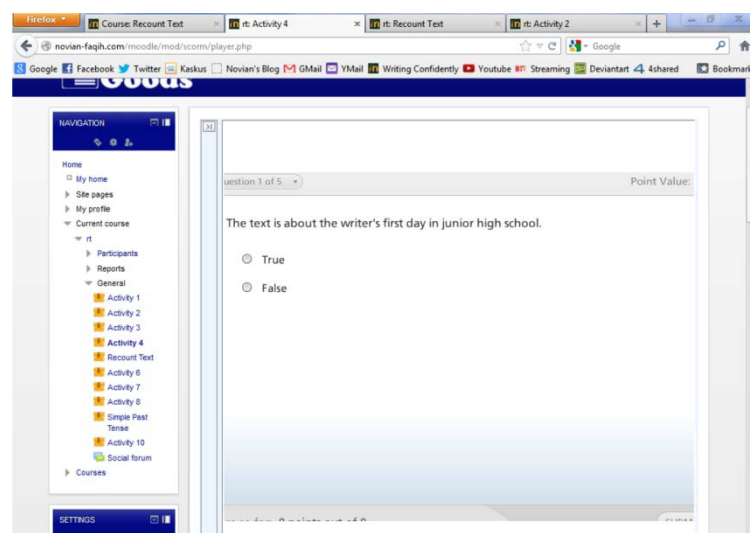


Figure 9: True-False Quiz

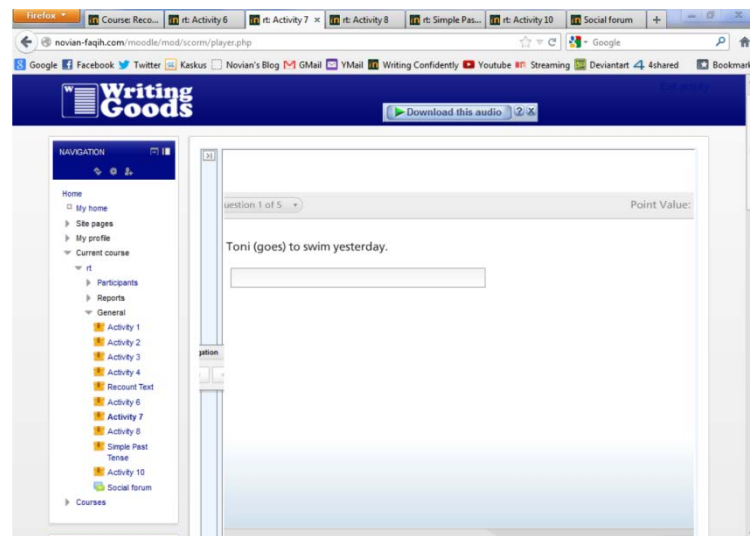


Figure 10: **Error Recognition Quiz**

Error recognition quiz, the students asked to find the wrong words and correct it.

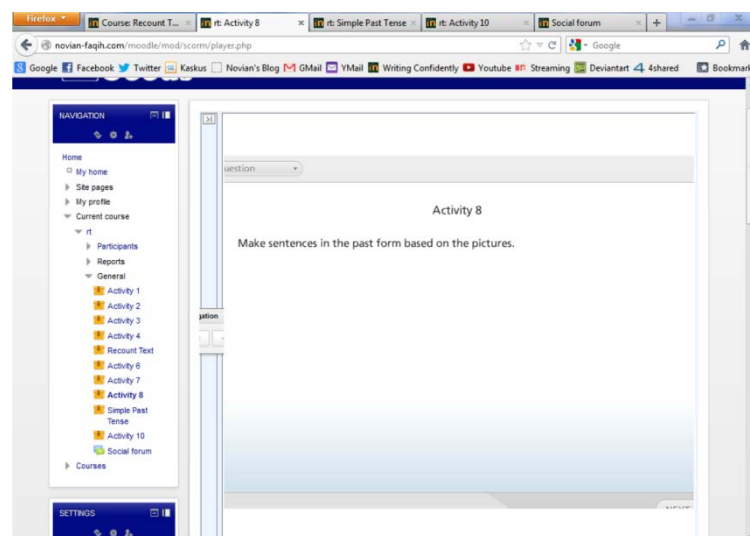


Figure 11: **Making a Sentence Based on the Picture Task**

In this task the students asked to make a sentence based on the picture given.

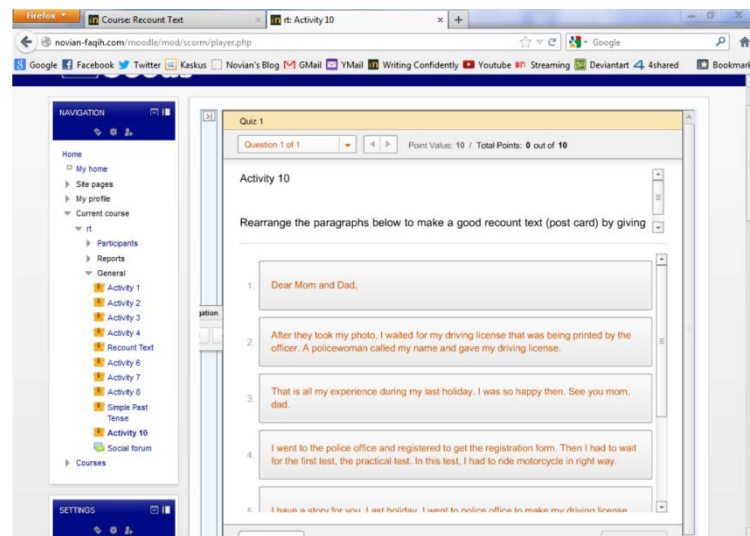


Figure 12: Arranging the Jumbled Paragraph

In this quiz students asked to re-arrange the jumbled paragraph into a good form of text.

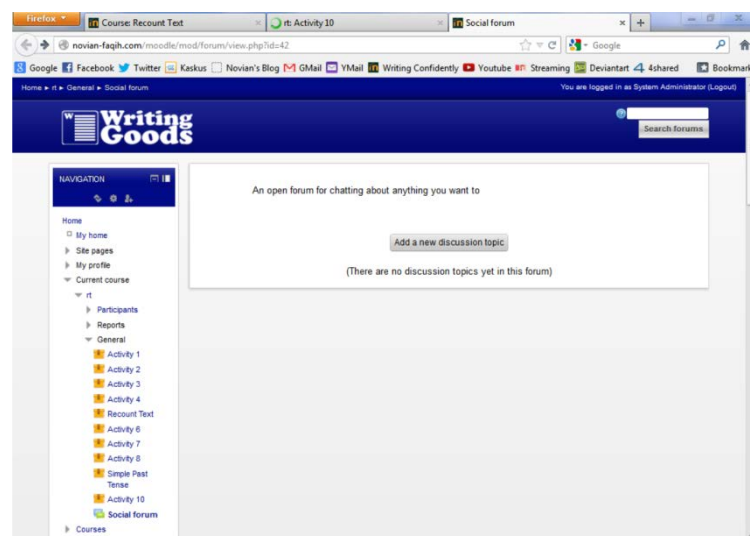


Figure 13: Forum Page

This forum is used by users to interact with other users, and teacher. By this forum the students can also post their own writing, and then the teacher and other students give comments and assess their writing. This forum also can be a place for submitting the assignment.

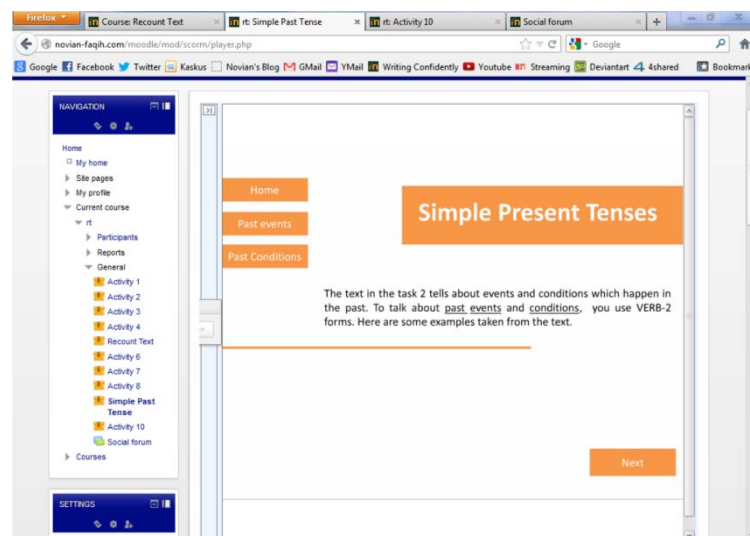


Figure 14: Explanation Page: Simple Present Tenses

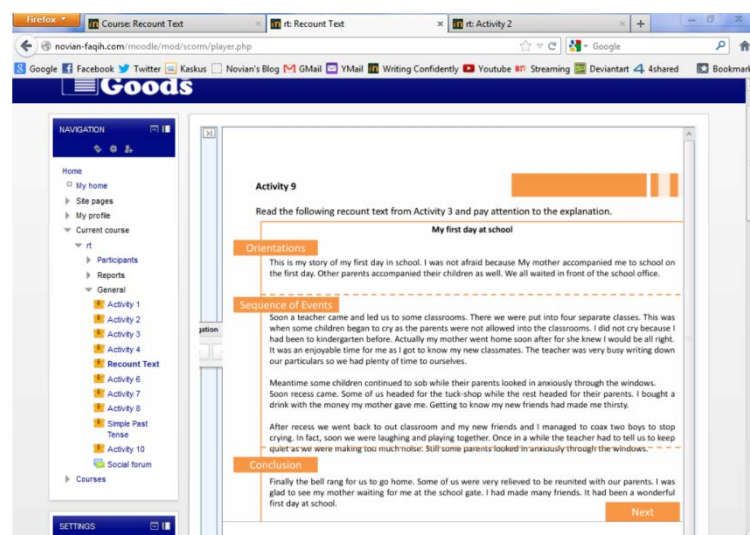


Figure 15: Explanation Page: Recount Text

In this page the materials in the form PowerPoint files were converted into .swf file and then embedded into the page. The HTML code for embedding the .swf is needed since, the LMS does not provide this menu. This page also contains outer links about the topics explained to provide the students more material to enrich their knowledge and understanding.

f. Preparing Supporting Materials

Some relevant supporting materials were then provided to enrich the materials. There were some websites which were linked to the website. Some of them provided quiz, puzzles, text, questions and extra activities. They are as follows:

- 1) <http://www.scholastic.com/teachers/story-starters/>

This link provides a story starter. Story starter is a template to create a story, which also contains tips how to write a story.

- 2) <http://www.bbc.co.uk/skillswise/game/en14para-game-storybuilder>

This link provides a game of arranging jumbled paragraph into a good story.

- 3) <http://www.bbc.co.uk/skillswise/english>

This link provide many kinds of topics and activity related to English lesson i.e. grammar game, grammar exercise, reading activities and other explanations.

- 4) <http://www.itellyouastory.com/>

This link contains some stories. Student can use this link to fin more examples of texts.

- 5) <http://www.writingfun.com/WFMov/recount.swf>

The link provides an interactive flash file about recount text, including explanation, examples, tips and also a text planner.

- 6) <http://www.indi-smart.com/>

This link provides English materials i.e. explanation of grammar, exercise, text, and games.

- 7) <http://mmursyidpw.wordpress.com/>

This link provides English materials i.e. explanation of grammar, exercise, text, and games, multimedia file also provided here.

- 8) <http://fc00.deviantart.net/fs70/f/2012/026/5/3/fishing.swf>

This link provides a flash file about an example of recount text.

- 9) <http://www.ziptales.com/ace/34/whatsinatext/whatsinatext.swf>

This link provides a flash file about example and explanation of many types of text.

- 10) <http://www.englishw.com/StoryGenres.swf>

This link provides a flash file about example and explanation of many types of text.

- 11) <http://soerya.surabaya.go.id/>

This link provides English materials i.e. explanation of grammar, exercise, text, and games.

- 12) <http://www.writingfun.com/writingfun.swf>

The link provides an interactive flash file about many types of text, including explanation, examples, tips and also a text planner.

- 13) <https://www.studyladder.com/cdn/course/51/12138c9139fe.swf>

The link provides an interactive flash file of English exercise in graded sequence.

- 14) <http://www.netrover.com/~kingskid/recount/>

The link contains explanations, exercise and example about recount text.

- 15) <http://www.iavante.es/>

This link provides English materials in general.

- 16) <http://edu-wings.com/>

This link provides English materials in general.

- 17) <http://www.mes-english.com/>

This link provides English materials in general.

- 18) http://www.uwosh.edu/faculty_staff/maguire/tense.swf

The link provides an interactive flash file about all tenses.

- 19) <http://d.violet.vn/uploads/resources/499/978437/preview.swf>

The link provides an interactive flash file about all tenses.

- 20) <http://www.namcol.edu.na/files/elearning/>

The link is the e-learning site of namcol college.

- 21) <http://www.goldridge08.com/>

The link is the site of goldridge digital school.

- 22) <http://ww2.college-em.qc.ca/prof/epritchard/vblstpa1.swf>

The link provides an interactive flash file about all tenses.

- 23) <http://www.eslgamesworld.com/GrammarGames.html>

The link provides interactive flash files about grammar.

g. Doing Alpha Test

When the website was completed, it was called as the first draft. Then, it was consulted to the experts. The website was tested for its media aspects and

materials aspects. The purpose of alpha test is to validate that the media and the materials are ready to be used by the users or the students. The media experts dealt with the design of the web, while the materials experts dealt with the content of the web.

1) Evaluation by Material Expert

The material evaluation of the website was carried out by the content expert. A content expert validated the materials, gave comments, suggestions and feedbacks, in order to improve the content and instructional quality of the materials in the Moodle-Based Writing Website developed.

Table 8: The Result of Questionnaire from the Material Expert

No.	Statements	Score
1	The materials are relevant with the learning competence.	5
2	The materials are suitable for students.	5
3	The materials are sequenced logically.	4
4	The appearances of the materials are attractive.	5
5	The instructions are clear and understandable.	5
6	The use of language is clear and understandable.	5
7	There are various activities.	4
8	The structure allows students to move around freely in different activities.	3
9	The materials use appropriate grammar.	3
10	The materials are related to the students' daily life.	5
11	The tasks are sequenced logically.	5
12	The tasks are developed from easier to more difficult.	5
13	The tasks are sequenced logically from dependent to independent task.	4
14	The tasks engage the students to an autonomous learning.	5
15	Feedback provides sufficient information.	5
16	There is an evaluation task in each genre text being taught.	5
17	Reflection helps the students to know how well they learn materials.	4
18	Glossaries in the materials are useful for students.	4
19	The use of animation, pictures and sounds is appropriate the materials being taught.	5
20	There are some links related to the materials which can be	4

	used as references.	
	Mean	4.5

The data computation of this research referred to the formula proposed by Suharto (2006). Based on the data collection in table 5, the highest score was 5 and the lowest score was 3. Therefore, to find the range, the computation is by finding the difference between the highest score and the lowest score. Since the highest score was 5 and the lowest score was 3 so the range was 2.

$$Xh - Xl = R$$

$$5 - 3 = 2$$

R = Range

Xh = The Highest Score

Xl = The Lowest Score

There were five categories of the scoring i.e. very good, good, fair, poor, very poor. Before making the scoring conversion, the class interval can be found by dividing the range with the quantity of the categories. Thus, the computation of the class interval is as follows.

$$\frac{Xh - Xl}{5} = i$$

$$\frac{5 - 3}{5} = 0,4$$

i = Interval

Xh = The Highest Score

Xl = The Lowest Score

5 = The Category Quantity

Based on the computation the class interval was 0,4. The class interval then was used to make ranges of score of each category. The following is the scoring conversion based on the previous computation.

Table 9: **The Scoring Conversion**

Range	Category
3.00 – 3.40	Very Poor
3.41 – 3.81	Poor
3.82 – 4.22	Fair
4.23 – 4.63	Good
4.64 >-	Very Good

Based on the data on the Table 5, the mean score was 4.5. The data can be categorized as good as long as the mean score of the mean ranged from 4.23 - 4.63. Since the mean score of the data from the material expert was 4.45, the materials in the Moodle-Based Writing Website were suitable for The Tenth Grade Students of the Senior High School.

2) **Evaluation by Media Expert**

The media expert dealt with the design of the website. A media expert validated the design and the elements of the website to ensure that the web was appropriate to use.

Table 10: **The Result of Questionnaire from the Media Expert**

No.	Statements	Score
1	The design of the website promotes engagement between the students and the lesson content.	4
2	The layout is consistent.	4
3	The template is appropriate with the content.	4
4	The technical terms in the website are easy to understand.	5
5	The menus used are simple and understandable.	5
6	Students are free to choose the menus.	4
7	The color compositions are arranged well.	4
8	The website uses proper size of fonts.	4
9	The website uses proper fonts style.	4
10	The texts are readable.	5
11	The instructions in the website are clear.	4

12	The use of animation, picture and sounds supports the materials presentation.	4
13	The picture quality is good.	4
14	The audio quality is good.	3
15	The animation movement runs smoothly.	4
16	The placement of pictures is effective.	
17	Scores are available to the students.	5
18	Feedbacks are given immediately after answering the questions.	4
19	The loading speed is good.	5
20	The website engages students learning motivations.	5
	Mean	4.25

The computation for the data computation for the media expert was same as the data computation for material expert. The computation for the data computation for the media expert was same as the data computation for material expert. From the Table 7, the mean score was 4. 25. It means that the media was ready to use by the students.

h. Making revision

The result of the alpha test which were carried out by the media and material experts were used to revise the first draft of the website. The revision then was called as the second draft. There were some points of suggestions to make the second draft materials better the first. Table 6 describes suggestions and revisions of the content of the website developed.

Table 11: Revision of the Content

No.	Suggestion	Revision
1.	Provide learning objectives of the beginning of each unit.	Learning objective are provided in each unit.
2.	Try to vary the activities such as matching, table filling and	Some matching and information transfer activity added.

	information transfer.	
3.	Add more feedbacks and hyperlinks.	Feedbacks on the tasks and hyperlinks on the materials are added.
4.	Provide glossary	Glossary is provided at the end of the unit.
5.	Provide more tasks about language feature of the text.	The researcher added new tasks about language feature of the text
6.	Instructions of the activity have to be as clear and simple as possible.	Instructions of the activity was revised to be more clear and simple Besides, there were also some revisions on the media based on the suggestions from the media expert.

Besides, there were also some revisions on the media based on the suggestions from the media expert. Table 9 shows the suggestions and the revisions made on the media.

Table 12: **Revision of the Media**

No.	Suggestion	Revision
1.	Highlights the instructions in each units.	The instructions in each units are in bold.
2.	Use the appropriate capitalization in writing the titles.	The title are written in an appropriate way.
3.	Put the text together in one page with their activities.	The text and the activities are put in one page.
4.	Make a drop down menu style to make it more interactive.	The menu style is transferred in to drop down.
5.	Put the log in form in the upper right corner of the website.	The login form is put in the upper right corner of the website.
6.	Cut the long text out.	The long text are made shorter.
7.	Delete the background in some animations.	The background are deleted.
8.	Change the appearance of the website with more challenging color.	The researcher changed the template of the website.
9.	Deal with the advertisements from the embedded outer resource.	An ad-blocker is installed in the device to block the advertisements.

Since the media expert suggested that the color should be more challenging, the researcher then changed the used template. The first draft used a template from John St entitled Dark Blue 2.0. Because there were some limitations in the color changer and the appearance of the background, the researcher attempted to find another template which menus can be modified into free color and patterned background. Then, the previous template was changed into the new one. It was made by John Stabinger namely Magazine 2. The new template was dominated in white background. The color then was modified as the suggestion from the media expert. The print screen of the secon draft can be seen in appendix. The followings are the detailed information of the first draft.

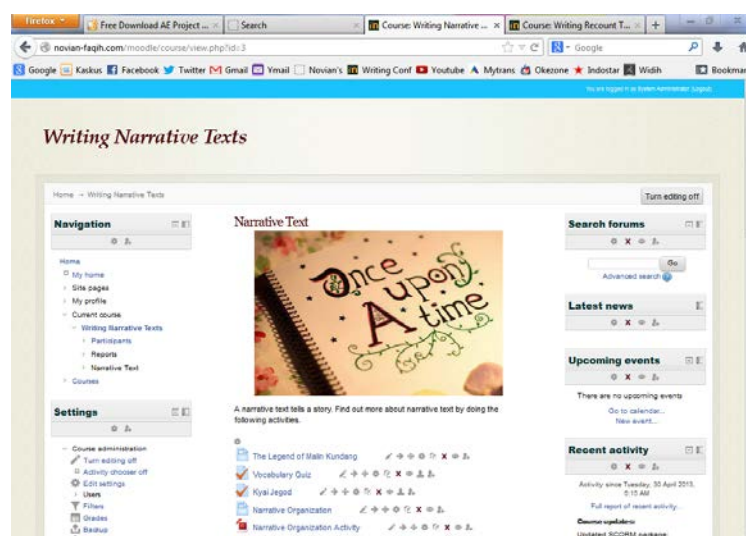


Figure 16: Course Overview Page

As the suggestion from the media expert the researcher changed the appearance of the website with a theme that has more challenging color. Here the researcher edited some CSS script from the original theme to get the most suitable color for the website.

The other differences from the first draft website are the variation of the activities and the quizzes and tasks form. In the first draft, the researcher used SCORM file in all of the activities. The consideration is that the SCORM files extract many files into the web space; therefore the loading speed of the activities was slow. The tasks and activities in the second draft were revised also as the suggestion from the material expert.

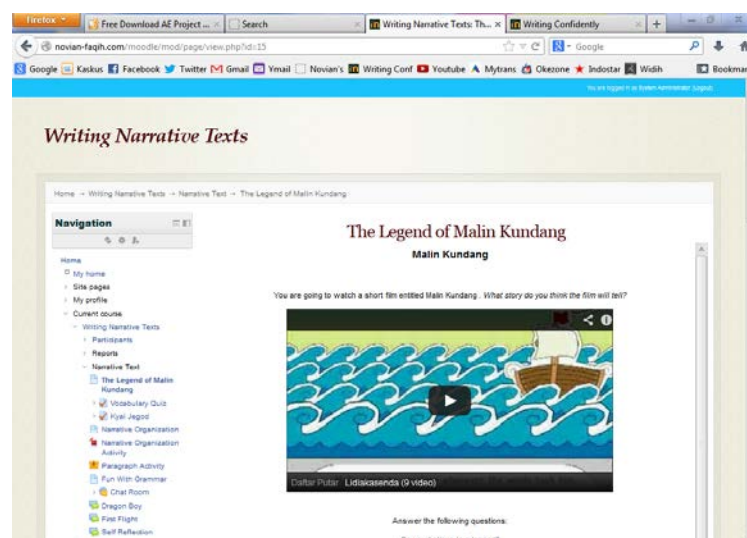


Figure 17: **Warming up Activity**

The first activity in each section is BKOF activity or in the website we call it the warming up activity. For the warming up activity the students have to watch a short video which contains the genre text. After that, the students have to answer some questions about the content of the video. To present the activity in the website the researcher use the default web page generator which some adaptation in the HTML script to embed the video directly to the website rather than using the SCORM package.

The activity in this section agreed with Feez and Joyce (1998) that in BKOF, students are introduced to the social context of an authentic model of the

text-type being studied. The task is also agreed with the pragmatic approach towards developing composition writing skills amongst students which have sequence: controlled, guided, and free writing in Triastuti (2011), that question and answer technique is included in controlled writing activity.

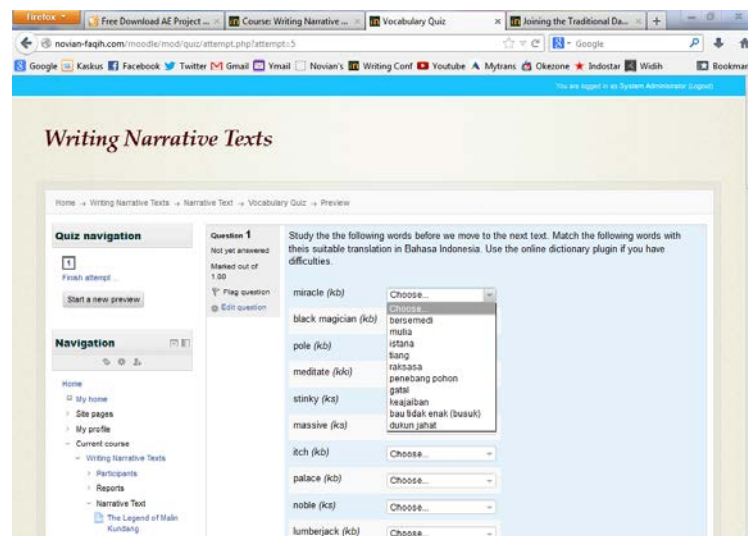


Figure 18: **Vocabulary Task**

This is the vocabulary activity to prepare the students' vocabulary before moving into the next activity. In this section the students are asked to find the meaning of the words. The students may use the online dictionary plugins that are embedded in the website.

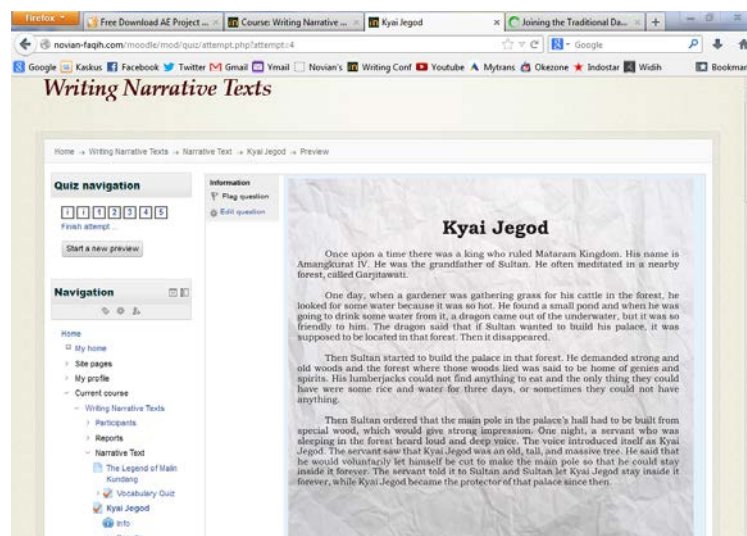


Figure 19: **Paragraph Activity**

The next activity is that the students are given a text and then answer the questions about the text. The difficult words of the text have been solved in the previous activity, but the students can use the online dictionary plugin if they found other difficult words. This activity generated by the default quiz generator provided by MOODLE. This activity categorized as MOT, it agrees with Feez and Joyce (1998) that in MOT the students investigate the structural pattern and language features of the model and Triastuti (2011), that question and answer technique is included in controlled writing activity.

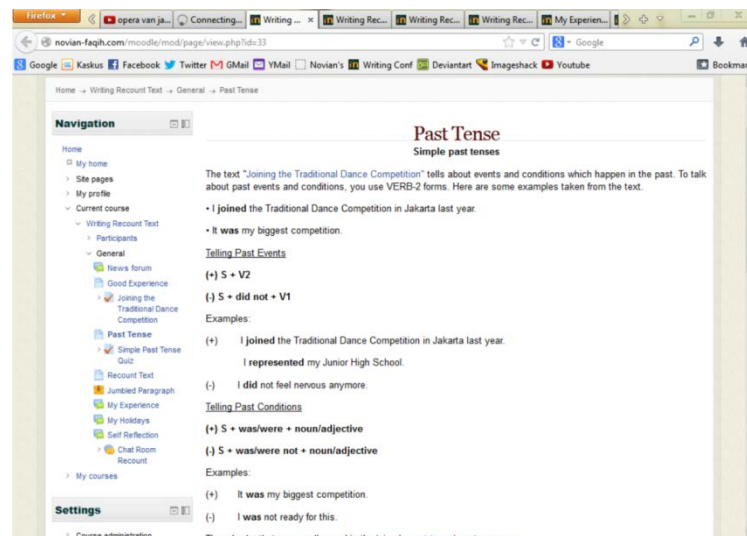


Figure 20: **Explanation Page: Past Tense**

This section contains explanation of past tense, language feature that used in the text. The examples of sentences for the explanation were taken from the test in the activity that has been completed by the students before. This activity is categorized as the deeper exploration of language feature of the texts. It agrees with Feez and Joyce (1998), that in MOT the students may have activities focusing on cohesive devices such as sets of related lexical items, conjunction, modality, reference. e.g. semantic maps, vocabulary networks, cloze, transparency overlays, etc.

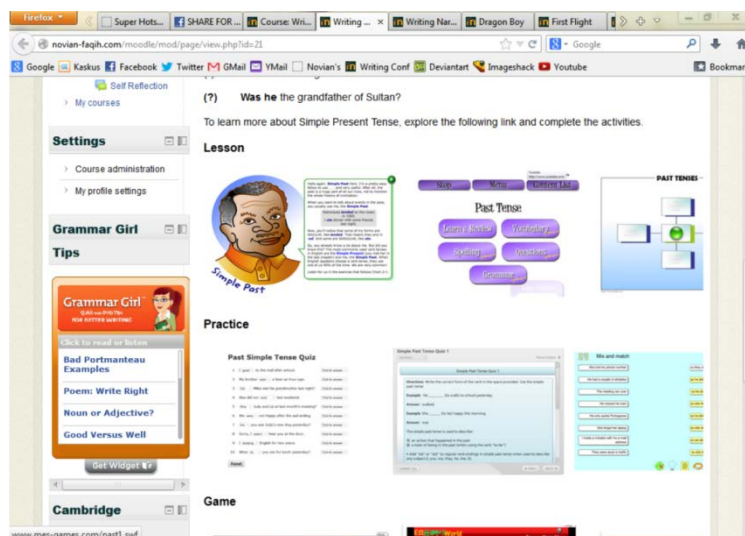


Figure 21: Explanation Page: Past Tense More Links

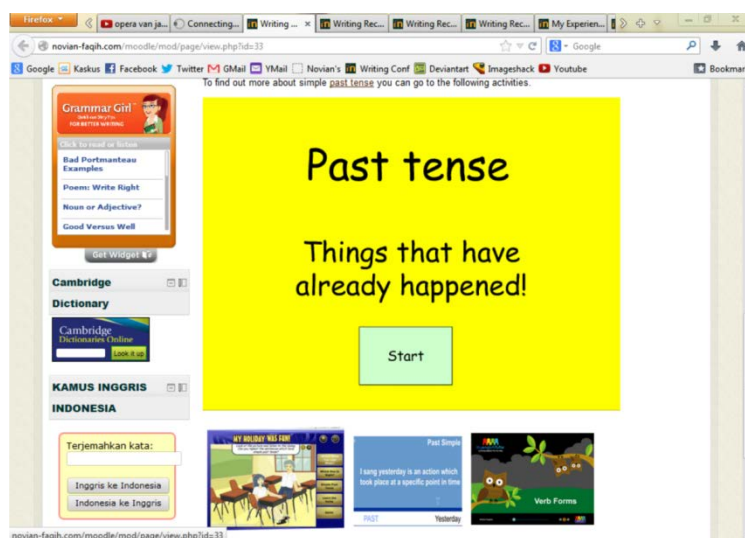


Figure 22: Explanation Page: Past Tense Embedded Links

The website provides more sources that can be browse more by internet, so; the students can explore more about past tense. Some of the sources from other website were presented in the website page in form of the screenshots of the target which contain links behind the pictures, and the others are embedded directly in to

the website page. The activity was generated by the default setting of the MOODLE page creator.

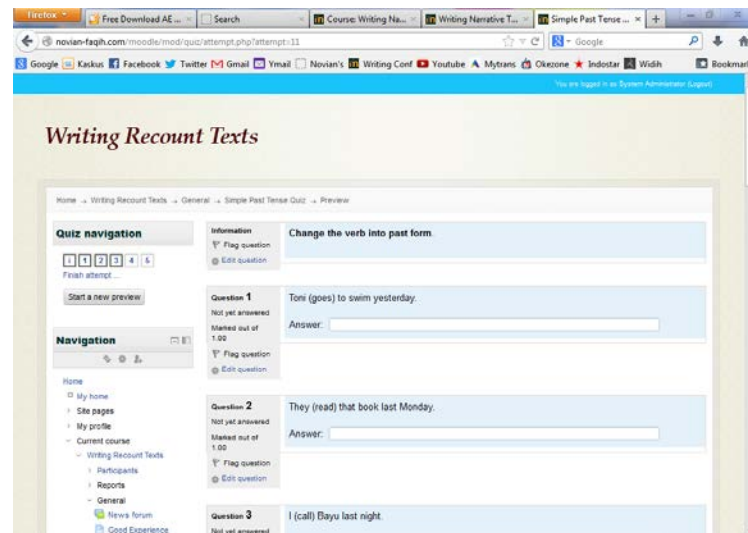


Figure 23: **Past Tense Quiz**

This activity is a quiz to assess the students' capability to use the past tense appropriately in sentences. This activity can be categorized as controlled writing task since the students are asked to fill the blank spaces with correct sentences. According to Triastuti (2011) the kinds of words blanked out determine the writing skill or language feature they learn.

This activity is the explanation of the texts. In this activity the students are provided by explanations of the text i.e. generic structure and language feature. The activity is categorized as MOT in line with Feez and Joyce (1998) that in this stage, the students investigate the structural pattern and language features of the model compare the model with other examples of the text-type.

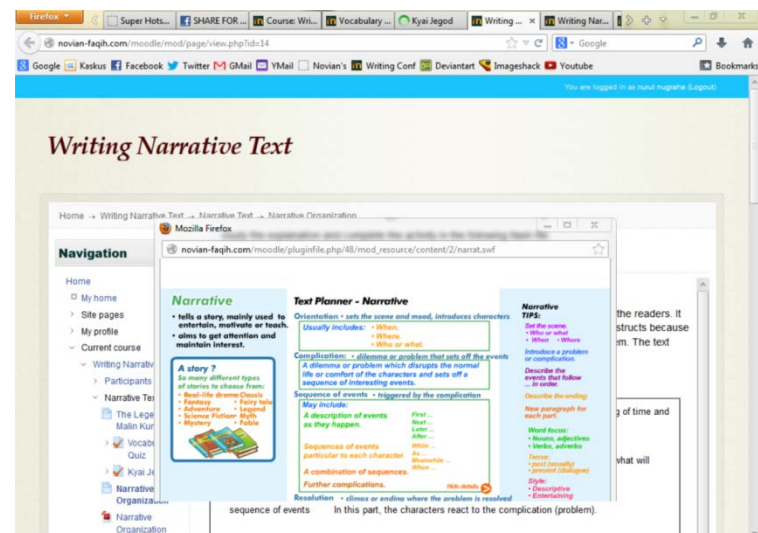


Figure 25: Explanation Page: Text Planner

In this page the students are provided by a flash files containing more materials i.e. examples of text, language features used in the text, tips on how to write a good text and also text planner. This activity agrees with Feez and Joyce (1998) that in MOT the activities can be in form of presentation activities using devices such as OHTs, charts, big books, board work, etc and activities focusing on cohesive devices such as sets of related lexical items, conjunction, modality, and reference. e.g. semantic maps, vocabulary networks, cloze, transparency overlays, etc.



Figure 26: **Explanation Page: Narrative Organization More Links**

The website also provides more sources that can be browse more by internet, so; the students can explore more explanation about the texts. Some of the sources from other website were presented in the website page in form of the screenshots of the target which contain links behind the pictures, and the others are embedded directly in to the website page. The purpose is that the students have enough input of material.

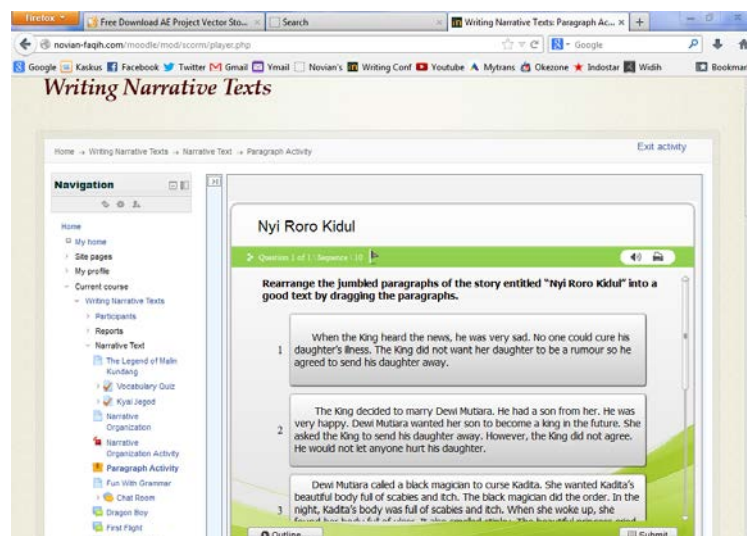


Figure 27: Arranging the Jumbled Paragraph

This activity is arranging jumbled paragraph. The students are asked to arrange the jumbled paragraph into a good form of text. This activity is categorized as a MOT activity which is aimed to assess the students' comprehension in test structure. And prepare the students to guided writing activities or JCOT stage. This activity is in line with Triastuti (2011) that MOT activities can be in form of sorting, matching, and labeling activities, e.g. sorting sets of texts, sequencing jumbled stages, and labeling stages. The activity generated by a quiz creator and uploaded to the website in form of SCORM package.

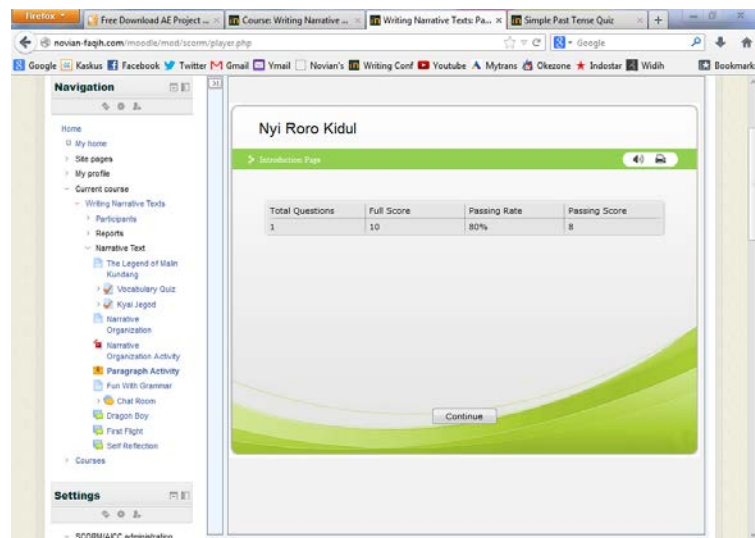


Figure 28: **Quiz Information**

Every task that is published in the website provides the information about the passing score, passing rate, students' scores and students' attempts.

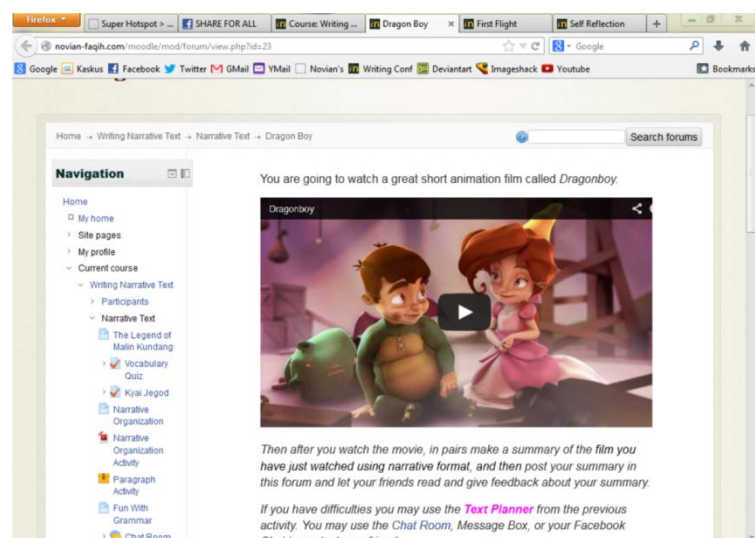


Figure 29: **Writing a Text in Forum**

In this activity the students are asked to write a story based on a video in group. The video provided in this activity is a short animation film without dialogue inside. To connect with their partner the students can use the chat room. Student can use the text planner from the previous activity also to write a story.

This activity builds in the form of forum in blog style; the aim is that teacher can directly give comments and feedback to the students writing. The other students can also give comments to the other students writing, each comment and correction from the students is awarded by points from the teacher. This activity is categorized as a JCOT activity, it agrees with Feez and Joyce (1998) that students in this stage begin to contribute to the construction of whole examples of the text-type and the teacher gradually reduces the contribution to text construction, as the students move closer to being able to control the text-type independently. The activity in JCOT stage can be in form of small group construction of texts and self-assessment and peer assessment activities.

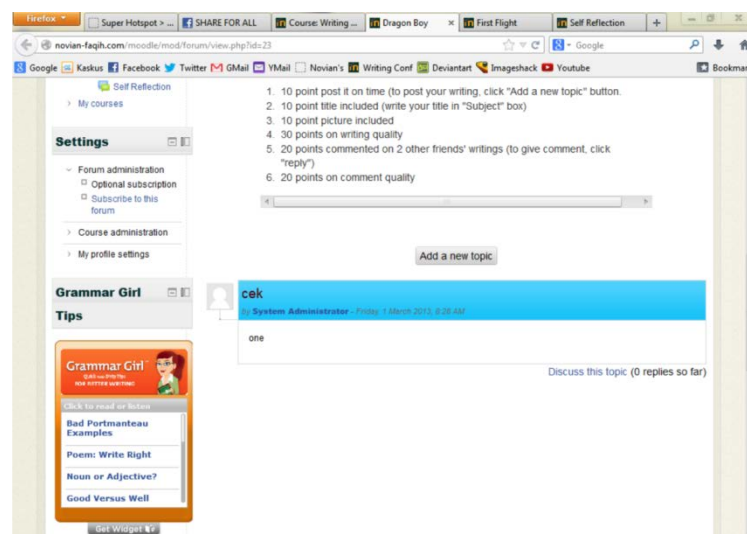


Figure 30: **Forum Post**

This is the appearance of the forum; the student can directly reply their comments under the posted topics. The benefit of this style is that one forum can have many topics, and every topic has their own discussion. Therefore the forum is easily managed and observed.

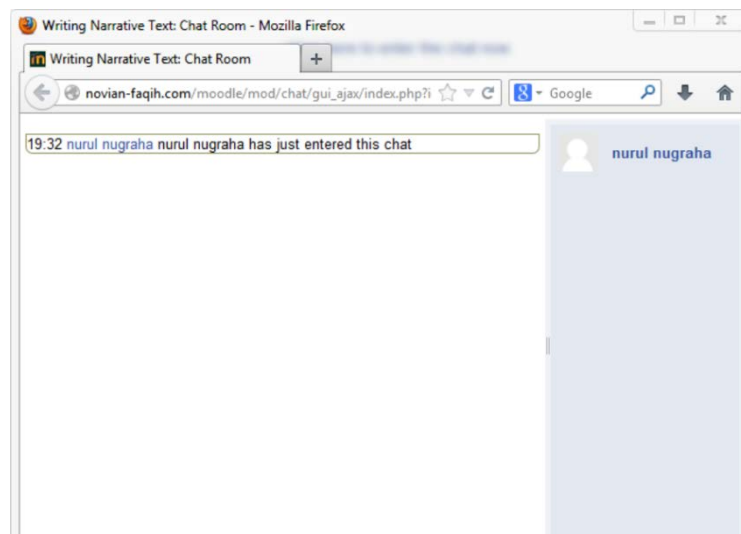


Figure 31: **Chat Room**

This is the appearance of the chat room. Students can use this chat room to communicate to the other students, teacher and the system administrator.

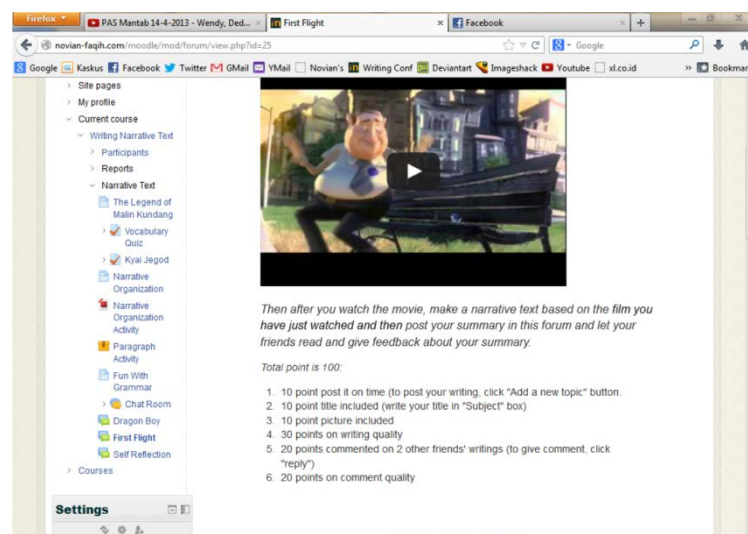


Figure 32: **Writing a Text in a Forum Independently**

In this activity the students are asked to write a story based on a video individually. The video provided in this activity is a short animation film without dialogue inside. This activity builds in the form of forum in blog style; the aim is that teacher can directly give comments and feedback to the students writing. The

other students can also give comments to the other students writing, each comment and correction from the students is awarded by points from the teacher. This activity is categorized as ICOT activity, it agrees with Feez and Joyce (1998) that, students in this stage work independently with the text and learner performances are used for achievement assessment. The activity in ICOT can be in form of writing tasks which demand the students draft and present whole texts.

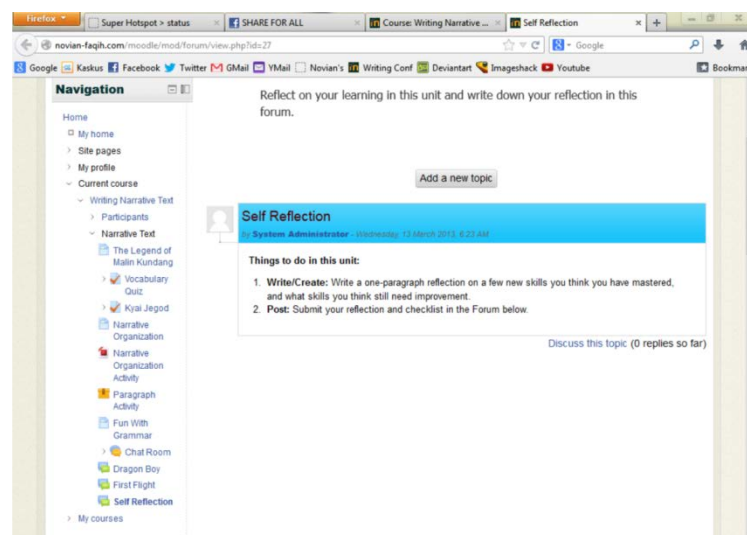
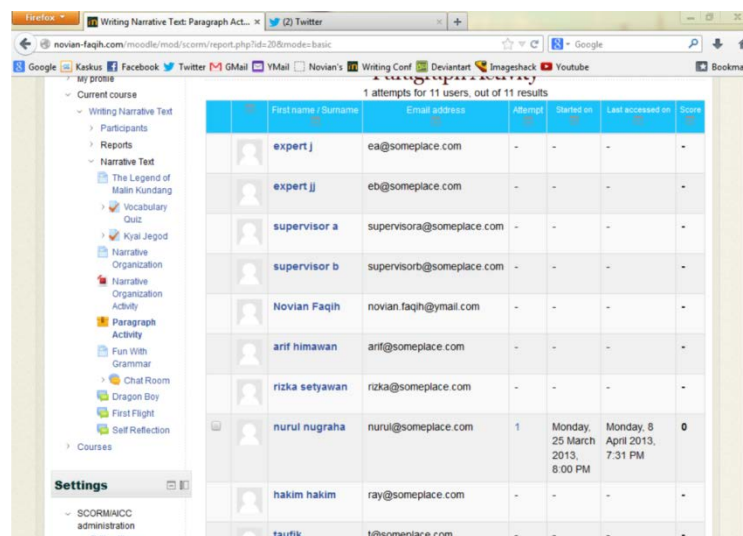


Figure 33: **Self Reflection**

The reflection is used to know the students' attainment towards the materials they have learnt from the website. Students can also share their difficulties during accessing the website.



	First name / Surname	Email address	Attempt	Started on	Last accessed on	Score
	expert j	ea@someplace.com	-	-	-	-
	expert jj	eb@someplace.com	-	-	-	-
	supervisor a	supervisora@someplace.com	-	-	-	-
	supervisor b	supervisorb@someplace.com	-	-	-	-
	Novian Faqih	novian.faqih@gmail.com	-	-	-	-
	arif himawan	arif@someplace.com	-	-	-	-
	rizka setyawan	rizka@someplace.com	-	-	-	-
	nurul nugraha	nurul@someplace.com	1	Monday, 25 March 2013, 8:00 PM	Monday, 8 April 2013, 7:31 PM	0
	hakim hakim	ray@someplace.com	-	-	-	-
	taufik	ti@someplace.com	-	-	-	-

Figure 34: **Users' Activities Data**

All of the history from the students' activity in the website can be accessed by teacher and system administrator. From this menu the teacher and the system administrator can monitor the progress of the students. The result score from the completed activity can be downloaded in form of Microsoft excel file that can be used for further analysis by teacher.

B. Discussions

The Moodle-Based Writing Website for The Tenth Grade Students of Senior High School in the First Semester was created by considering the standard of competence and the basic competence for the tenth grade students of senior high school in the first semester. The standard of competence was used as the guidelines of the learning competence that should be met by the students. Therefore, the materials consist of the learning competence which was already stated in the standard of competence. The standard of competence for the tenth grade students of senior high school in the first semester states that the students should be able to express short, simple, functional essays in the genres of recount,

narrative, and procedure in the context of daily life. It means that students are required to be able to write short written functional text and essay. The texts and essay are limited in the genres of recount, narrative, and procedure, which are related to their daily life. Therefore the texts and essays are expected to be as similar as the real condition. Therefore, the website provides many example and explanation of text form around the world directly linked from internet so; they will hopefully find the actual use in their daily life. As stated by Brandl (2002), curriculum goals and students proficiency levels are two of many factors which have to be considered in developing the internet based materials.

The Moodle-Based Writing Website for The Tenth Grade Students of Senior High School in the First Semester were developed by adapting many sources either printed or non-printed sources. Those sources were selected to suit the learning needs and the students' proficiency levels. This is in line with Brandl (2002) statement that in making web-based reading materials of cultural readings from internet-based or other resources, then design comprehension activities, and finally makes them available through his/her website page.

Based on the findings, the content of the website is appropriate for students of senior high school in the first semester. The materials are relevant with the learning competence. The topics are closely related to the students' daily life. The materials also suit the students' proficiency level. The activities are sequenced logically and developed either from dependent in to independent or from easier to more difficult. The instructions, the explanations, the examples and the language are clear and easy to understand. The materials appearances are attractive and the

activities are various. The feedback, reflections, glossaries, links and evaluation tasks are effective and helpful. The pictures, animation, videos and sound support the materials, all of the components are supported by Nesbit, Belfer and Leacock (2004 in Nesbit, Li and Leacock 2005) multimedia learning resources evaluation model, that a good multimedia should consider the nine items i.e. content quality, learning goal alignment, feedback and adaptation, motivation, presentation design, interaction usability, accessibility, reusability and standards compliance.

In the media aspects, the Moodle-based writing website for the tenth grade students of the senior high school in the First Semester uses a consistent layout. It has an appropriate template which is suitable for educational purposes. The Moodle-Based Writing Website design can promote the students' engagement. The technical terms, the menus, the instructions, the fonts and any text in the website are clear, understandable and readable. The website uses appropriate pictures, animations, audios and videos are good. The website also provides feedbacks and score. It also can promote the students motivation towards the use of the website. Thus, in terms of media aspects, the website is appropriate to use for the tenth grade students of the senior high school in the first semester.

Eagleton and Dobler (2007), state that in developing web-based materials there is a need to avoid providing many supporting graphics and texts, since they can make the users feel overwhelmed. Besides, the menus and navigations and any text should clear and readable for the readers so the user can browse and jump from one page to another page comfortably.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

In this final chapter, research findings are summarized and the conclusions and the implications are drawn. Some suggestions are addressed at the last part in this chapter.

A. Conclusions

In the previous chapter, the research results are presented. The Moodle-Based Writing Website for The Tenth Grade Students of the Senior High School in the First Semester was developed by following phases of multimedia development for educational purposes. There were basically three major phases; they were planning, design and development. The planning phase included defining the scope, identifying the learners' characteristics, producing style manual and determining and collecting resources.

The design phase included developing initial content ideas, conducting task and concept analysis, creating flowcharts and story boards, and preparing the scripts. The development phase consisted of some steps i.e. preparing the text, writing program codes, creating the graphics, producing audio video, assembling the pieces, preparing supporting materials, doing alpha test, making revision, doing a beta test, making final revision and validating the program.

The basis of the Moodle-Based Writing Website development was the standard of competence and the basic competence for the tenth grade students of the senior high school in the first semester. There is one standard of competence

for writing skills that is, to express short, simple, functional essays in the genres of recount, narrative, and procedure in the context of daily life.

Those things stated previously are the basis of the Moodle-Based Writing Website development. In the further process many factors involved and took a significant part in the Moodle-Based Writing Website development. Thus, many factors were worth considering in developing such materials. Therefore, a proper design of Moodle-Based Writing Website could be made. The following are the components that are included in the website.

a. Recount

The topic is the My Unforgettable Experience. This unit provides the materials of a recount text and language feature that are used in recount text i.e. simple past tense, spelling and punctuation and also the conjunctions used in recount text. The indicators of the writing are that the students are be able to identify generic structures of recount text, to use language feature in the text, to identify the difficult words, to produce recount text.

b. Narrative

The topic of this unit is Once Upon a Time. In this unit, the students learn the narrative text the materials of a recount text and language feature that are used in recount text i.e. simple past tense, spelling and punctuation and also the conjunctions used in recount text. The indicators of the writing are that the students are be able to identify

generic structures of narrative text, to use language feature in the text, to identify the difficult words, and to produce narrative text.

c. Task / Activity

Each topic consists of some activity which cover micro and macro skill of writing to measure the students understanding towards the materials presented in the Moodle-Based Writing Website.

d. Reflections

The reflections are used to know the students' attainment towards the materials they have learnt from the website. Students can also share their difficulties during accessing the website.

e. Glossary

The glossary consists of some words which are included in the texts. Each word are included is given the notion or description and also its pronunciation. The students can learn what he words mean and how they are pronounced.

In addition, there are some components which support the website. Some components are clearly recognized as they play significant roles, and some components are laid in contain page. Those components are as follows.

a. Registration/login form

It is used to secure the students privacy in accessing the Moodle-Based Writing Website there are some limitations when the students are not logged in. They cannot give comments, join the forum and downloads the files.

b. Comments

The comments are showed in certain pages in which the activities require the students' comments, ideas and short answers.

c. Forum

Forum is a page which provides a space for students to have discussions. They can discuss the topics related to the materials.

d. More links

The students can have more reading texts taken from other websites in the page, inform of links or embedded materials.

e. Download Area

The students can download some files which are provided in the download area. The files are those which are presented in the websites in the materials presentation. The files are in the forms of SWF files. However, the files in the download area are in the forms of PowerPoint or PDF in order to be easy to access.

f. Administrator Info

The information about the administrator or the developer can be seen in the homepage. The students can just click on the word administrator in blue. Besides, there are some icons of social media which appear in the bottom right corner of the website with see the admin.

Moreover after completing the preliminary of first draft product and final products there are also scores resulted from the testing of this website. The following are the result from the testing of the website.

a. Evaluation from Media Expert

The evaluation from the media expert is aimed at gaining some feedback and suggestions for the next revision. The score of the obtained data based on the evaluation from the expert is 4.25. That score states that this website is good (4.23 – 4.63). It means that this website is feasible to be used in writing instructions.

b. Evaluation from Material Expert

The evaluation from the Material Expert is aimed at obtaining some feedback after completing first draft and gaining some suggestions for the next revision. The score of the obtained data based on the evaluation from the Material Expert is 4.5. That score states that this website is good (4.23 – 4.63). It means that this website is feasible to be used in writing instructions.

B. Implication

After conducting this research, the researcher concluded that there are some criteria in developing The Moodle-Based Writing Website for The Tenth Grade Students of the Senior High School in the First Semester. These criteria are based on some references and some feedback from the media expert and English teacher. These criteria are as follows:

1. The graphics of the website should be very simple so that the students keep focus on the content of the website and do not get distracted with the graphics.
2. The website should allow the students to post their first writings and their final writings so that they can observe how their works have changed overtime.
3. The website should provide a page where the students can ask questions when they find difficulties in either using the website or learning the writing materials.

Therefore, based on the findings of the alpha test, as the evaluation of the web, it can be concluded that the product of Moodle-Based Writing Website for The Tenth Grade Students of the Senior High School in the First Semester has met good characteristics. It helps the students promote their motivation. Therefore, the English teacher can use the website for teaching English.

C. Suggestions

In regard to the conclusions and the implications of the findings, some suggestions are proposed to the English teacher, students and the other web based material developer.

1. Suggestion for the English Teacher

Since there are many learning resources, the English teacher can optimized the use of website, as one of the learning sources which have not been maximized yet in English teaching and learning process. Learning writing with website can promote the students engagement.

2. Suggestion for the Students

Recently, many places provide free internet connection. Learning writing using website can be an interesting learning activity. Many website offer interesting content but students should selectively access the web.

3. Suggestion for the Teachers

In designing Moodle-Based Writing Website, the materials developers should follow the sequence of web development model. If the developer do not have good skill in developing a website, it is good to collaborate with the expert web developer. Besides, the materials developer should be ready for obstacles during the development process. Some obstacles can be out of the developers' control, such as internet connections which influences the loading speed of the website. Further product testing is important to identify the detail errors of this website.

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APPENDICES

1. Appendix 1: The Course Grid
2. Appendix 2: The Writing Materials
3. Appendix 3: The Flowchart and Storyboard
4. Appendix 4: The Instruments of the Research & the Result of the Questionnaires
5. Appendix 5: The Print Screen of the Website (Final Product)

Appendix 1

The Course Grid

Appendix A

COURSE GRID

Grade : X

Semester : 1 (one)

Standard of Competencies : Writing

6. To express short, simple, functional essays in the genres of recount, narrative, and procedure in the context of daily life.

Basic Competencies	Topic	Indicators	Language Feature	Learning materials	Tasks	Task Types	Resources
Expressing short, simple, functional essays in the genres of recount, narrative, and procedure in the context of daily life	My Unforgettable Experience	<p>The students are be able:</p> <ul style="list-style-type: none"> - To identify generic structures of recount text - To use language feature in the text 	<ul style="list-style-type: none"> • Past tense, Simple past tense <ul style="list-style-type: none"> - S+V2 • Rhetorical essay of recount text • Generic structure <ul style="list-style-type: none"> - Orientation - Events - Reorientation 	<ul style="list-style-type: none"> - Recount text: Meeting My Favorite Stars, Joining Traditional Dance Competition, What did You do on Your Last Holidays, Recount Text Planner, Recount organization activity, 	<ul style="list-style-type: none"> - Matching the sentences with the appropriate information questions - Matching the words with the appropriate meaning in the dictionary - Writing the information question based on the sentence and 	<p>Individual work</p> <p>Pair work</p>	<p>Books</p> <ul style="list-style-type: none"> - BSE - Look Ahead - English grammar in use - TKT <p>Internet</p> <ul style="list-style-type: none"> - http://www.englishw.com/StoryGeneres.swf - http://www.itellyouastory.com/

		<ul style="list-style-type: none"> - To identify the difficult words - To produce recount text 	<ul style="list-style-type: none"> • Spelling and Punctuations • Using conjunctions <ul style="list-style-type: none"> -then -after that -next -the first -the second -etc. 	<ul style="list-style-type: none"> - Vocabularies : amazing, domestic, driving license, enjoy, foreign, island, naughty, practical, rule, sunset, tame, vacation, wave, weather, went, showed, walked, worked, joined, spent, studied, etc. -Grammar :Simple past tenses, Grammar games 	<ul style="list-style-type: none"> the picture - Correcting the False statement based on the information on the text - Completing the text using the appropriate words which are given - Writing the sentences based on the pictures or video - Arranging the jumbled sentence into a good text - Re-writing a text with proper spelling and punctuation - Writing their own 	<ul style="list-style-type: none"> - http://www.writingfun.com
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					text using the clues which are given		
Expressing short, simple, functional essays in the genres of recount, narrative, and procedure in the context of daily life	Once Upon a Time	<ul style="list-style-type: none"> - To identify generic structures of narrative text - To use language feature in the text - To identify the difficult words - To produce narrative text 	<ul style="list-style-type: none"> • Past tense, Simple past tense <ul style="list-style-type: none"> - S+V2 • Rhetorical essay of recount text • Generic structure <ul style="list-style-type: none"> - Orientation - Events - Reorientation • Spelling and Punctuations • Using conjunctions <ul style="list-style-type: none"> -then -after that -next 	<ul style="list-style-type: none"> - Narrative text: The Legend of Malin Kundang, Kyai Jegod, Princess Kadita, The Story of the Brothers of Grimm, First Flight, Dragon Boy, Narrative Organization Activity, - Vocabularies : beautiful, strong, sad, clean, loud, first, deep, happy, 	<ul style="list-style-type: none"> - Matching the sentences with the appropriate information questions - Matching the words with the appropriate meaning in the dictionary - Writing the information question based on the sentence and the picture - Correcting the False statement based on the information on the text 	<p>Individual work</p> <p>Pair work</p>	<ul style="list-style-type: none"> - Books <ul style="list-style-type: none"> - BSE - Look Ahead - English grammar in use - TKT - Internet <ul style="list-style-type: none"> - http://www.englishw.com/StoryGeneres.swf - http://www.itellyouastory.com/ - http://www.writingfun.com

			-the first -the second-etc	last,quiet,dirt y,ugly,weak, shallow,blac k,magician,c attle,itch,lum berjack,mass ive,meditate, miracle,nobl e,palace,pole ,pond,rumou r,scabies,stin ky,ulcer Grammar :Simple past tenses, Fun with Grammar	- Completing the text using the appropriate words which are given - Writing the sentences based on the pictures or video - Arranging the jumbled sentence into a good text - Re-writing a text with proper spelling and punctuation - Writing a narrative text based on a video		
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Appendix 2

The Writing Materials

UNIT 1

ONCE UPON A TIME

You must read a lot of texts everyday. The texts that you read may include narrative texts. Can you read such texts effectively? In this unit there are some narrative texts about Indonesia tales. Learn them through fun tasks.

Activity 1

You are going to watch a short film entitled Malin Kundang. *What story do you think the film will tell?*



Answer the following questions:

Do you believe in a legend?

Can you grasp the message of the film?

Activity 2

Study the the following words before we move to the next text. Match the following words with theis suitable translation in Bahasa Indonesia. Use the online dictionary plugin if you have difficulties.

black magician (*kb*) : dukun jahat

cattle (*kb*) : ternak

itch (*kb*) : gatal

lumberjack (*kb*) : penebang pohon

massive (*ks*) : raksasa

meditate (*kki*) : bersemedi

miracle (*kb*) : keajaiban

noble (*ks*) : mulia

palace (*kb*) : istana

pole (*kb*) : tiang

pond (*kb*) : kolam

rumour (*kb*) : rumor

scabies (*kb*) : kudis

stinky (*ks*) : bau tidak enak (busuk)

ulcer (*kb*) : bisul

Activity 3

Choose T if the statement is true and F if the statement is false based on the following text.

Kyai Jegod

Once upon a time there was a king who ruled Mataram Kingdom. His name is Amangkurat IV. He was the grandfather of Sultan. He often meditated in a nearby forest, called Garjitawati.

One day, when a gardener was gathering grass for his cattle in the forest, he looked for some water because it was so hot. He found a small

pond and when he was going to drink some water from it, a dragon came out of the underwater, but it was so friendly to him. The dragon said that if Sultan wanted to build his palace, it was supposed to be located in that forest. Then it disappeared.

Then Sultan started to build the palace in that forest. He demanded strong and old woods and the forest where those woods lied was said to be home of genies and spirits. His lumberjacks could not find anything to eat and the only thing they could have were some rice and water for three days, or sometimes they could not have anything.

Then Sultan ordered that the main pole in the palace's hall had to be built from special wood, which would give strong impression. One night, a servant who was sleeping in the forest heard loud and deep voice. The voice introduced itself as Kyai Jegod. The servant saw that Kyai Jegod was an old, tall, and massive tree. He said that he would voluntarily let himself be cut to make the main pole so that he could stay inside it forever.

The servant told it to Sultan and Sultan let Kyai Jegod stay inside it forever, while Kyai Jegod became the protector of that palace since then.

Statements	T	F
1. Amangkurat IV is Sultan's grandfather.		
2. The gardener was gathering water for his cattle in the forest.		
3. There was a large pond in the forest.		
4. The dragon talked to Sultan to build the palace in the forest.		
5. The lumberjacks only have some rice and water for three days.		
6. Sultan ordered that all part of the palace should be built from special wood.		
7. Kyai Jegod was an old, tall, and massive tree.		

8. Sultan let Kyai Jegod stay inside the main pole of the palace forever.	
---	--

Activity 4

Study the following notes.

The text entitled “Kyai Jegod” is a narrative text. This kind of text entertains and instructs the readers. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them. The text incorporates patterns of behaviour that are generally highly valued.

The narrative text is organized as follows:

orientation	This part is a stage that introduces the main character/s in a setting of time and place.
complication	In this part, a problem that sets off a chain of events that influence what will happen in the story is presented.
sequence of events	In this part, the characters react to the complication (problem).
resolution	The problem is resolved or attempted to be resolved.
Coda (it is optional)	This part provides a comment or moral based on what learned from the story.

The grammatical features usually found in narrative text are:

- use of particular nouns to refer or to describe the particular people, animals and things that the story is about;
- use of adjectives to build noun groups to describe the people, animals or things in the story;

- use of time connectives and conjunctions to sequence events through time;
- use of adverbs and adverbial phrases to locate the particular events;
- use of past tense action verbs to indicate the actions; and
- use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

Study the organization of narrative text below.

Kyai Jegod

Once upon a time there was a king who ruled Mataram Kingdom. His name is Amangkurat IV. He was the grandfather of Sultan. He often meditated in a nearby forest, called Garjitawati.

orientation

One day, when a gardener was gathering grass for his cattle in the forest, he looked for some water because it was so hot. He found a small pond and when he was going to drink some water from it, a dragon came out of the underwater, but it was so friendly to him. The dragon said that if Sultan wanted to build his palace, it was supposed to be located in that forest. Then it disappeared.

complication

Then Sultan started to build the palace in that forest. He demanded strong and old woods and the forest where those woods lied was said to be home of genies and spirits. His lumberjacks could not find anything to eat and the only thing they could have were some rice and water for three days, or sometimes they could not have anything.

Then Sultan ordered that the main pole in the palace's hall had to be built from special wood, which would give strong impression. One night, a servant who was sleeping in the forest heard loud and deep voice. The voice introduced itself as Kyai Jegod. The servant saw that Kyai Jegod was an old, tall, and massive tree. He said that he would voluntarily let himself be cut to make the main pole so that he could stay inside it forever.

sequence of events

The servant told it to Sultan and Sultan let Kyai Jegod stay inside it forever, while Kyai Jegod became the protector of that palace since then.

resolution

Activity 5

Rearrange the jumbled paragraphs of the story entitled “Nyi Roro Kidul” into a good text by numbering the paragraphs. Look at the example.

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means The Beautiful Sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy. It is because he always expected to have a son.	Paragraph 1
The poor princess went alone. She did not know where to go. She almost could not cry anymore. But, she had a noble heart. She did not have any bad feeling about her step mother. She always prayed to God. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.	Paragraph...
Dewi Mutiara called a black magician to curse Kadita. She wanted Kadita's beautiful body full of scabies and itch. The black magician did the order. In the night, Kadita's body was full of scabies and itch. When she woke up, she found her body full of ulcer. It also smelled stinky. The beautiful princess cried. She did not know what to do.	Paragraph...
Suddenly, there was a miracle. The ocean water cured her illness. The scabies and itch were gone. Even, she became	Paragraph...

more beautiful than before. Not only that, she also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.	
When the King heard the news, he was very sad. No one could cure his daughter's illness. The King did not want her daughter to be a rumour so he agreed to send his daughter away.	Paragraph...
The King decided to marry Dewi Mutiara. He had a son from her. He was very happy. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. However, the King did not agree. He would not let anyone hurt his daughter.	Paragraph...

Task 6

Match the words in the box with their antonym in the Column A by dragging them to Column B. Consult your dictionary if necessary. Look at the example.

A	B
beautiful	ugly
strong	
sad	
clean	
loud	
first	
deep	

happy
last
quiet
dirty
ugly
weak
shallow

Activity 7

Study the rules below.

Simple Past Tense (part 2)

The 'simple past tense' is used to tell actions or situations in the past. In previous unit you learned the 'simple past tense' used in positive and negative sentences. In this unit you learn the 'simple past tense' in interrogative sentences. Here are the patterns.

Asking for Information about Past Events

(?) **Did + S + V1**

Examples:

- (+) **He meditated** in Garjitawati forest.
- (-) **He did not meditate** in Garjitawati forest.
- (?) **Did he meditate** in Garjitawati forest?

Asking for Information about Past Conditions

(?) **Was/Were + S + noun/adjective**

Examples:

- (+) **He was** the grandfather of Sultan.
- (-) **He was not** the grandfather of Sultan.
- (?) **Was he** the grandfather of Sultan?

Activity 8

Complete the following story with the words in the box. Make any form changes if necessary. Look at the example.

Calon Arang

Calon Arang was a widow of Girah who **gave** birth to a daughter in the jungle. Her daughter _____ up to be the famed beauty Ratna Menggali. Calon Arang _____ her daughter to marry a prince from Airlangga's palace. However, no prince _____ along. Infuriated by this,

Calon Arang _____ the art of black magic and practised it against the kingdom, causing many people to die.

When the king Airlangga _____ of the epidemic in Girah, he consulted his high priest, Mpu Bharadah. The priest then sent his son to _____ Ratna Menggali. Calon Arang was pleased, the curse ended, and the couple wed.

Calon Arang inscribed her black magic secret on a *lontar* (palm leaf book). One day, her son-in-law _____ it and gave it to his father. When Calon Arang found out that Mpu Bharadah had learned her secrets, she was furious and declared war upon him. The priest _____ no choice but to fought and, in a deadly struggle, destroyed the widow by casting a spell. Before she _____, Calon Arang asked forgiveness. Mpu Bharadah _____ her and showed her the way to heaven.

Adapted from: <http://www.bali-directory.com>

give	hear	propose	come	forgive	learn
grow	find	die	have	want	

Activity 9


Study the following tips and explanations of Narrative Text.

Narrative

- tells a story, mainly used to entertain, motivate or teach.
- aims to get attention and maintain interest.

A story ?
So many different types of stories to choose from:

- Real-life drama
- Fantasy
- Adventure
- Science Fiction
- Mystery
- Classic
- Fairy tale
- Legend
- Myth
- Fable



Text Planner - Narrative

Orientation * sets the scene and mood, introduces characters

Usually includes:

- When.
- Where.
- Who or what.

Complication: * dilemma or problem that sets off the events

A dilemma or problem which disrupts the normal life or comfort of the characters and sets off a sequence of interesting events.

Sequence of events * triggered by the complication

May include:

A description of events as they happen.

Sequences of events particular to each character.

A combination of sequences.

Further complications.

First ...

Next ...

Later ...

After ...

While ...

As ...

Meanwhile ...

When ...

Hide details ➔

Resolution * climax or ending where the problem is resolved

The 'ending' - a description of the final outcome.

Narrative TIPS:

Set the scene.

- Who or what
- When
- Where

Introduce a problem or complication.

Describe the events that follow ... in order.

Describe the ending.

New paragraph for each part.

Word focus:

- Nouns, adjectives
- Verbs, adverbs

Tense:

- past (usually)
- present (dialogue)

Style:

- Descriptive
- Entertaining

Blank Organiser and publishing ideas.


EXAMPLES 1 2 3 4 5 6



ORGANISER
ON OFF

Write Online

Activity 10

In pairs write an ending solution for each following story.

1		<p>Jake and Kate liked to ride their tricycles around the block together. One day a wheel fell off of Kate's tricycle.</p>
---	--	---

2	 <p>Grandmother grew vegetables. She canned them, ate them, and gave them to the food bank. She grew more vegetables than she could eat, can, or even give away. Then she had a great idea!</p> <p>.....</p>
3	 <p>Bill got a new dog. His new dog kept getting out through a hole in the fence and chasing cars. Bill knew this must stop.</p>

Activity 11

In pairs make a summary of the following short video using narrative format.



Activity 12

Make a summary of the following short video using narrative format individually.



Vocabulary

angrily (Adv)	dengan marah	secret (N)	rahasia
appropriate (Adj)	cocok	stepsister (N)	saudara perempuan tiri
bank (N)	tepi	tiny (Adj)	kecil
beg (V)	meminta; memohon	volcano (N)	gunung berapi
buzz (V)	mendengung	weight (N)	berat; bobot
cart (N)	kereta kuda		
chew (V)	mengunyah		
cross (V)	menyeberang		
cruel (Adj)	kejam		
earth (N)	tanah; dunia; bumi		
fireplace (N)	perapian		
fisherman (N)	nelayan		
heavy (Adj)	berat		
middle (Adj)	tengah		

UNIT 2

MY UNFORGETTABLE EXPERIENCE

Do you have amazing experiences such as joining competition and winning it? In this unit, you will read the texts related to that experience. The texts are recount texts which tell about experiences in joining extracurricular activities, competitions or holidays. Learn them through challenging tasks.

Activity 1

Study the the following animations and complete the activities.



Activity 2

Complete the text below by filling in the blanks with correct verb forms.

Meeting My Favorite Star

On Saturday afternoon at 3.30, I was walking down the street, looking for a record store.

A man stopped me and (1)_____ me the way to the biggest store in the town. He was very handsome and friendly. His face was so familiar for me, but I wasn't so sure.

I (2)_____ him to the store and he thanked me so much. Then he (3)_____ me something but I (4)_____ it. He insisted me to take the gift.

I opened the gift after the man (5)_____.

I surprised, he gave me a CD of a new album of UNGU band. He was Pasha UNGU!

left

asked

refused

gave

directed

Activity 3

Study the the following words before we move to the next text. Match the following words with their suitable translation in Bahasa Indonesia. Use the online dictionary plugin if you have difficulties.

achievement
announcement
competition
costume
impatient
nervous
participant
preparation
smoothly
trophy
useless

prestasi
pengumuman
kompetisi
kostum
tidak sabar
gugup
peserta
persiapan
lancar
trofi
tidak berguna

Activity 4

Read the following text carefully and then write T if the statement is true and F if the statement is false.

Joining the Traditional Dance Competition

I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practiced hard with my teacher for a month. We also prepared the best costume we had. We only had one day in Jakarta. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m.

We took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour.

First, my teacher and I went to the dressing room. My teacher helped me do the make-up and the costume. We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better.

Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I did not feel nervous anymore. I performed on the stage confidently. I really did the best I could. I was glad when it ended smoothly.

After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first winner. I was so happy to be given the trophy. My teacher was also proud of my achievement. Finally, we went back to Yogyakarta in the evening. We were so tired. However, we were satisfied because our effort was not useless.

Interlanguage: English for Senior High School Students X

No.	Statements	True/False
1	The writer joined the Modern Dance Competition.	

2	The writer joined the competition when she was in the Junior High School.	
3	The writer went to Jakarta a day before the competition was held.	
4	The writer went to Jakarta alone.	
5	The writer spent more than an hour for the preparation before she performed.	

Activity 5

Study Study the following rules.

Simple past tenses

The text in the task 2 tells about events and conditions which happen in the past. To talk about past events and conditions, you use VERB-2 forms. Here are some examples taken from the text.

- I **joined** the Traditional Dance Competition in Jakarta last year.
- It **was** my biggest competition.

Telling Past Events

(+) **S + V2**

(-) **S + did not + V1**

Examples:

- (+) I **joined** the Traditional Dance Competition in Jakarta last year.
I **represented** my Junior High School.
- (-) I **did** not feel nervous anymore.

Telling Past Conditions

(+) **S + was/were + noun/adjective**

(-) **S + was/were not + noun/adjective**

Examples:

- (+) It **was** my biggest competition.
- (-) I **was** not ready for this.

The adverbs that are usually used in the 'simple past tense' sentences are:

- yesterday,
- last week, and
- a week ago,
- last ago,

Activity 6

Complete the text below by filling in the blanks with correct verb forms. Look at the example.

The Football Competition

When I **1) was** in the Junior High School, I joined two clubs. They
2) _____ the Football Club and the Karate Club. I 3) _____ those
clubs because I love sports, especially football and karate. I 4) _____
football on Sunday mornings and karate on Mondays at 4 p.m.

One day my football club joined a football competition. There were
eight clubs joining the competition. At first, our club 5) _____ the
match. Then, we had to defeat one club to get to the final. Remarkably,
we won again. After those two matches, we 6) _____ lunch in the
cafeteria nearby. We were so impatient to play in the last game. It was
the hard one because our opponent was very tough. Finally, we won the
game with a nice score of 3 – 2. We were very happy and proud.

Interlanguage: English for Senior High School Students

am	win	take	have	join	are
-----------	-----	------	------	------	-----

Activity 7

Change the verb into past form.

1. Toni (goes) to swim yesterday.
2. They (read) that book last Monday.

3. I (call) Bayu last night.
4. Shinta (writes) a letter last week.
5. My mother (makes) a cake two days ago.

Activity 8

Make sentences in the past form based on the pictures.



Images: google.com

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Activity 9

Read the text from Activity 3 and pay attention.

A recount text

- It's a piece of text that retells past events, usually in the order in which they happened.
- The purpose of recount text is to give the audience a description of what occurred and when it occurred.
- ➔ This is the general structure of recount text:
 - Orientation : the beginning of recount text and tells the information about who, what, where, and when
 - Sequence of events : a series of sentences that retell the events in the order in which they happened.
 - Conclusions/reorientations : consists of optional-closure of events/ending
- ➔ Language feature used:
 - Past tense
 - Words that show the order of events (for example, first, next, then)

Activity 10

This text below is another example of recount text. Read the text and then choose the right statements by clicking the statement.

Swimming

When I was a boy, I liked swimming very much. Each year my two brothers and I spent the holiday with our uncle and aunt in their house by the sea. It was only twenty yards from the water. The water was warm, the sun shone brightly, and most days there were no waves. In the middle of the day a wind always began to blow, but it was not strong and did not make the sea rough.

One day, we put on our swimming-shorts before breakfast. Then, we ran down to the sea across the sand and jumped in. We were in the sea or on the beach until late at night. When our aunt rang a bell, we went back to the house for food, but we ate it in our swimming-shorts and soon went back in the sea again. We were all very good swimmers. We dived through the waves or rode towards the beach on top of them until we were tired and hungry.

Adapted from: *L.A. Hill, 1963*

1. The boys' home was near the sea.

The boys' uncle's home was near the sea.

The boys' uncle's home was a long way from the water.

The boys' home was a long way from the water.

2. There were waves every day.

There were waves on most days.

There were no waves on most days.

There were no waves every day.

3. The boys had breakfast in the house.

The boys did not have breakfast.

The boys had breakfast on the sand.

The boys did not use to have breakfast.

4. The boys put on their swimming-shorts before each meal.

The boys put other clothes on before every meal.

The boys did not do anything to their clothes before meals.

The boys always changed their clothes before meals.

5. The waves rode on top of the boys towards the beach.

The waves carried the boys towards the beach.

The boys rode on top of their brothers towards the beach.

The boys rode on the waves using their board.

Activity 11

Rearrange the paragraphs below to make a good recount text (post card) by giving the number. Number 1 has been done for you.

Dear Mom and

That is all my experience during my last holiday. I was so happy then. See you mom, dad.

After that, I waited for the second test, the theoretical test that was to answer 30 questions about riding motorcycle according to the rule. Then, the time for taking photo for my driving license was coming.

I have a story for you. Last holiday, I went to police office to make my driving license.

I went to the police office and registered to get the registration form. Then I had to wait for the first test, the practical test. In this test, I had to ride motorcycle in right

After they took my photo, I waited for my driving license that was being printed by the officer. A policewoman called my name and gave my driving license.

Sincerely yours,

Tita

Adapted from:

<http://writingassignmentspot.blogspot.com/2010/>

Activity 12

Recount

- retells past events or experiences.
- sequences events in the order they happened.

A recount ??

1. Now, where will I start?
2. I'll need to get everything in order !!

Text Organizer - Recount

Orientation • introduction - setting the scene

Gives details of:

- Who, what.
- When.
- Where.
- Why.

Events • what happened - in chronological order

What happened?

- First ...
- Next ...
- Soon ...
- During ...
- After ...
- Later ...
- Eventually ...
- Finally ...

Conclusion • personal comment (optional)

What did you think, feel or decide about the events that happened?

Recount TIPS:

Set the scene.

- Who, what • When
- Where • Why

Write about the events in the order they happened.

End with a comment.

New paragraph for each part.

Word focus:

- time connectives
- adjectives

Tense:

- past

Style:

- Personal
- First person

PRINT

BLANK ORGANIZER and publishing ideas.

EXAMPLES 1 2 3 4 5 6

HOME **WRITE ONLINE**

© Jenny Eather 2004-2010. All rights reserved. A text may be **FACTUAL** (true) or **LITERARY** (imaginary).

Activity 13

Work in groups of four and everyone should share his/her unforgettable experience. Decide one that the group thinks is the most unforgettable. Then write a diary and tell it in front of the class.

Activity 14

Write a recount text based on the activity during your holiday. Follow these questions and the frame to lead you.

1. What was your activity?
2. When did you have the activity?
3. What did you do?
4. How did you feel?

Writing a recount

Title	_____
Introduction	_____
Who?	_____
What?	_____
When?	_____
Where?	_____
Chronological sequence of <u>all</u> the events.	_____
using...	_____
Time connectives	_____
e.g.	_____
first...	_____
when...	_____
then...	_____
later...	_____
the next day...	_____
after...	_____
finally...	_____
Feelings/ thoughts.	_____
Actions	_____
Descriptions.	_____
Details.	_____

Ending	_____

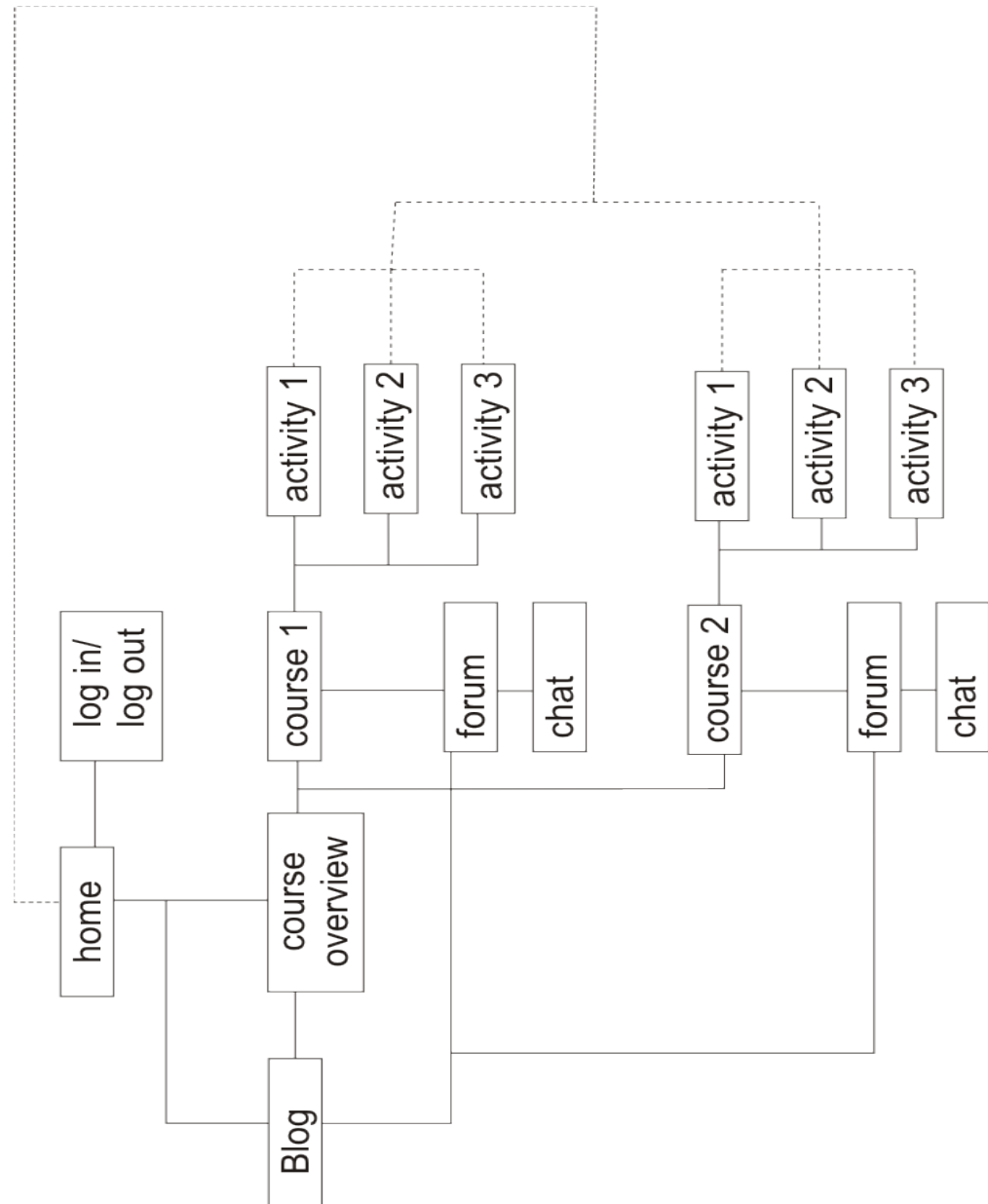
Vocabulary

amazing(adj)	menakjubkan
domestic(adj)	domestik
driving license (n)	SIM
enjoy(v)	menikmati
foreign(adj)	asing
island(n)	pulau
naughty(adj)	nakal
practical (adj)	praktek

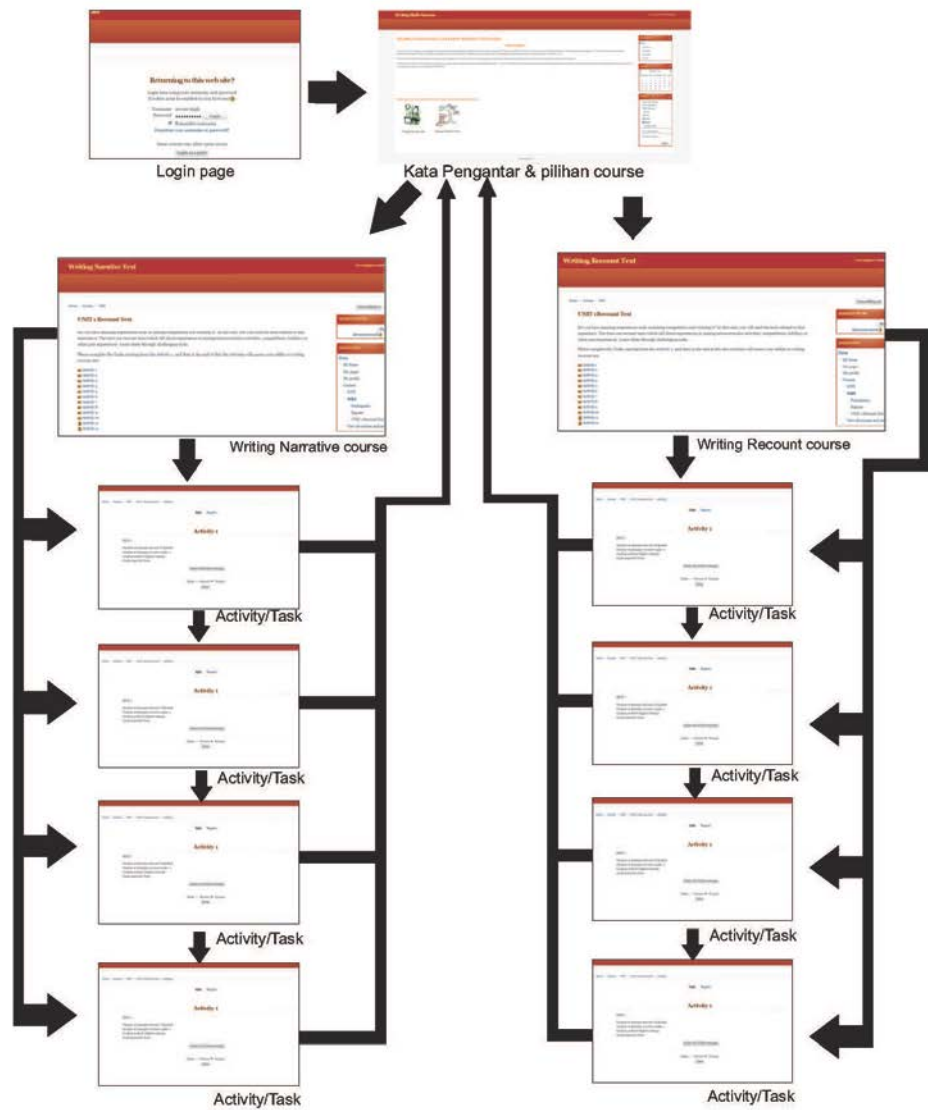
rule (n)	peraturan
sunset(n)	Matahari terbenam
tame(adj)	jinak
theoretical (adj)	teoretis
vacation(n)	liburan
wave(n)	ombak
weather(n)	cuaca

Appendix 3

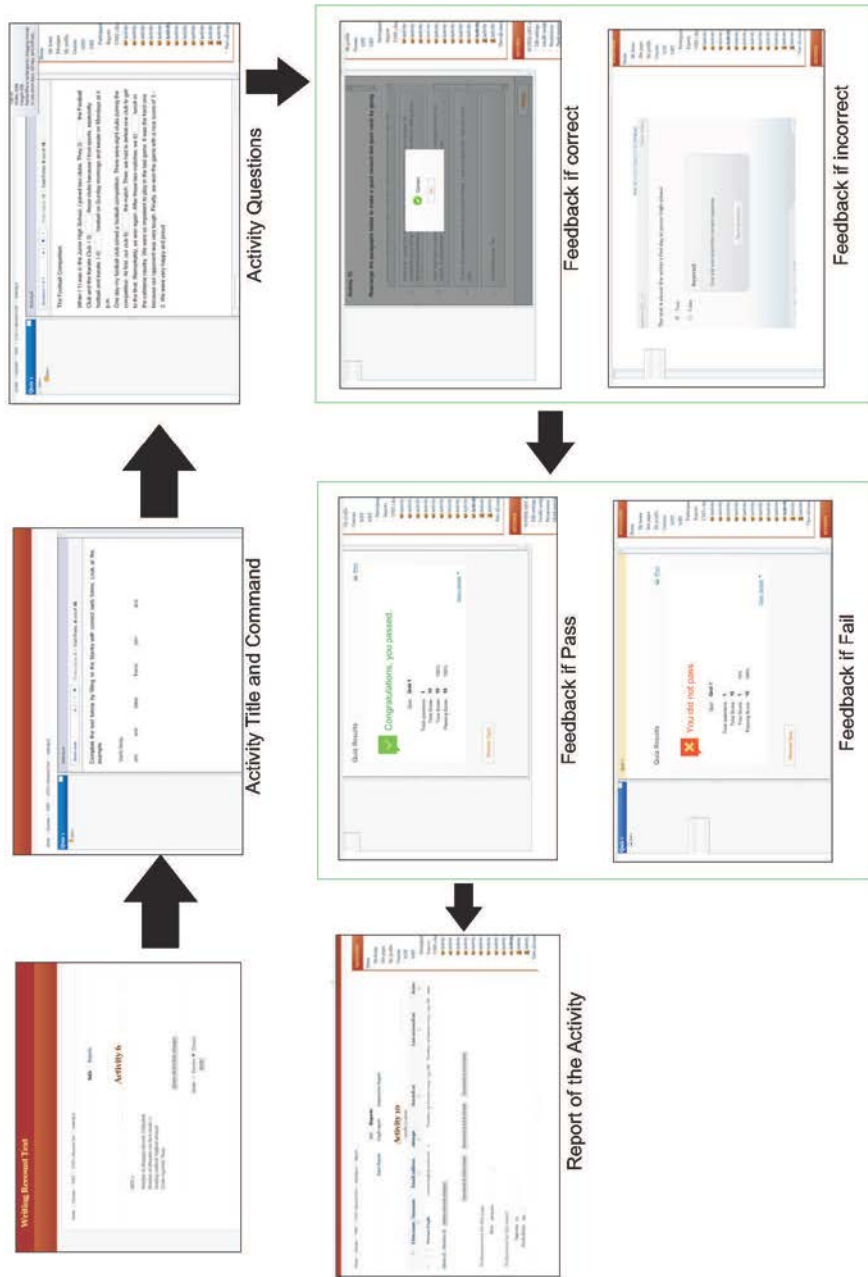
The Flowchart and Storyboard

THE GENERAL FLOWCHART OF THE WEBSITE

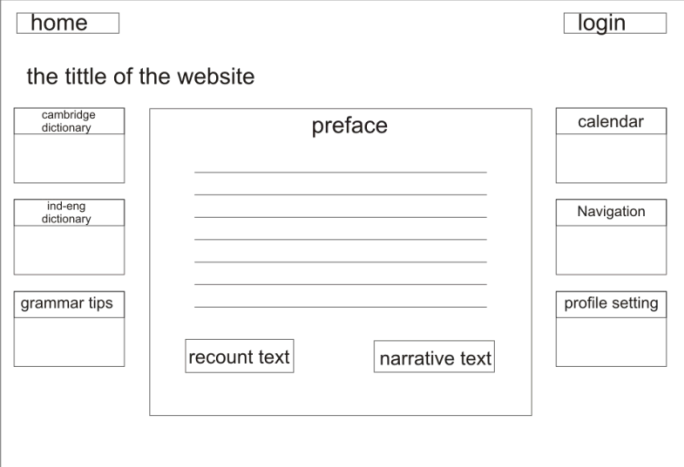
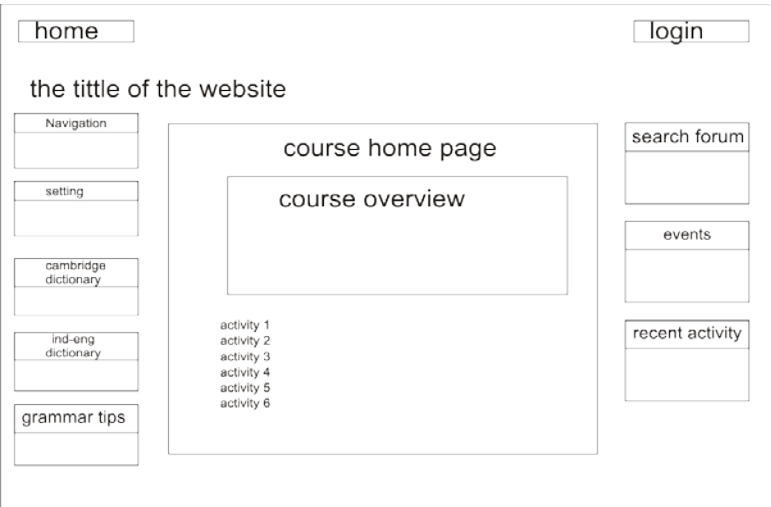
Flow chart of the Website



Flow chart of Task



Storyboard

<p>..</p> 	<p>The story board level 1</p> <p>The first-level flowcharting showed the first page of the website. Here, the students must login first. They must enter their login names or emails and their passwords. If they do not have an account yet, they must register first by contacting the administrator.</p>
<p>..</p> 	<p>The story board level 2</p> <p>The second level is the course page. It contains of course overview and activities.</p>

Appendix 4

The Instruments of the Research & the Result of the Questionnaires

**WEBSITE EVALUATION FORM OF MOODLE-BASED WRITING WEBSITE FOR THE TENTH GRADE STUDENTS OF
SENIOR HIGH SCHOOL IN THE FIRST SEMESTER**

(Alpha Test)

By a Content Expert

Title of Program : Developing a Moodle-Based Writing Website for the Tenth Grade Students of Senior High School in the First Semester
 Producer : Novian Faqih
 Year Produced : 2012
 Skills : Writing
 Materials : 1. Narrative Text
 2. Recount Text

Put a tick (✓) in the appropriate box.

Categories:

- 1= Strongly Disagree
 2= Disagree
 3= Somewhat Agree
 4= Agree
 5= Strongly Agree

No	Statements	Category					Comments
		1	2	3	4	5	
1	The materials are relevant with the learning competence.					✓	
2	The materials are suitable for students.				✓		
3	The materials are sequenced logically.				✓		

4	The appearances of the materials are attractive.					✓	
5	The instructions are clear and understandable.					✓	
6	The use of language is clear and understandable.					✓	
7	There are various activities.					✓	
8	The structure allows students to move around freely in different activities.					✓	
9	The materials use appropriate grammar.					✓	
10	The materials are related to the students' daily life.					✓	
11	The tasks are sequenced logically.					✓	
12	The tasks are developed from easier to more difficult.					✓	
13	The tasks are sequenced logically from dependent to independent task.					✓	
14	The tasks engage the students to an autonomous learning.					✓	
15	Feedback provides sufficient information.					✓	
16	There is an evaluation task in each genre text being taught.					✓	
17	Reflection helps the students to know how well they learn materials.					✓	
18	Glossaries in the materials are useful for students.					✓	
19	The use of animation, pictures and sounds is appropriate the materials being taught.					✓	
20	There are some links related to the materials which can be used as references.					✓	

Notes / suggestions:

1. Provide learning objectives in the beginning of each unit.
2. Try to vary the activities such as matching, table filling and information transfer.
3. Add more feedbacks and hyperlinks.
4. Provide glossary.
5. Provide more tasks about the language feature of the text.
6. Instructions of the activity have to be as clear as possible.

Surat Keterangan Validasi

Yang bertanda tangan dibawah ini:

Nama : Lusi Nurhayati, S.Pd., M.Apl.Ling.
NIP : 19790205 200312 2 001
Institusi : Pendidikan Bahasa Inggris FBS UNY
Bidang Keahlian : Pengajaran Bahasa Inggris

Menyatakan bahwa materi belajar writing berbasis website untuk siswa Sekolah Mengah Atas Kelas X Semester 1, sebagai hasil dari skripsi dengan judul "Developing a Moodle-Based Writing Website for the Tenth Grade Students of Senior High School in the First Semester" dari mahasiswa:

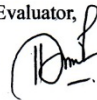
Nama : Novian Faqih
NIM : 06202241033

Telah layak digunakan dalam proses belajar mengajar dengan menambahkan beberapa saran sebagai berikut:

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Yogyakarta, 15 Maret 2013

Evaluator,



Lusi Nurhayati, S.Pd., M.Apl.Ling.

NIP 19790205 200312 2 001

**WEBSITE EVALUATION FORM OF MOODLE-BASED WRITING WEBSITE FOR THE TENTH GRADE STUDENTS OF
SENIOR HIGH SCHOOL IN THE FIRST SEMESTER**

(Alpha Test)

By a Media Expert

Title of Program : Developing a Moodle-Based Writing Website for the Tenth Grade Students of Senior High School in the First Semester
 Producer : Novian Faqih
 Year Produced : 2012
 Skills : Writing
 Materials : 1. Narrative Text
 2. Recount Text

Put a thick (✓) in the appropriate box.

Categories:

- 1= Strongly Disagree
 2= Disagree
 3= Somewhat Agree
 4= Agree
 5= Strongly Agree

No	Statements	Category					Comments
		1	2	3	4	5	
1	The design of the website promotes engagement between the students and the lesson content.				✓		
2	The layout is consistent.				✓		

Notes / suggestions:

1. Highlight the instructions in each unit.
2. Use the appropriate capitalization in writing the titles.
3. Put the text together in one page with their activities.
4. Make a drop down menu style to make it more interactive.
5. Put the login form in front in the upper right corner of the website.
6. Cut the long text out.
7. Delete the background in some animation.
8. Change the appearance of the website with more challenging color.
9. Deal with the advertisements from the embedded outer resource.

Surat Keterangan Validasi

Yang bertanda tangan dibawah ini:

Nama : Nurhidayanto P. S. P., M.Pd.
NIP : 19821122 200604 1 001
Institusi : Pendidikan Bahasa Inggris FBS UNY
Bidang Keahlian : Pengembangan Media

Menyatakan bahwa materi belajar writing berbasis website untuk siswa Sekolah Mengah Atas Kelas X Semester 1, sebagai hasil dari skripsi dengan judul “Developing a Moodle-Based Writing Website for the Tenth Grade Students of Senior High School in the First Semester” dari mahasiswa:

Nama : Novian Faqih
NIM : 06202241033

Telah layak digunakan dalam proses belajar mengajar dengan menambahkan beberapa saran sebagai berikut:

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Yogyakarta, 15 April 2013

Evaluator,

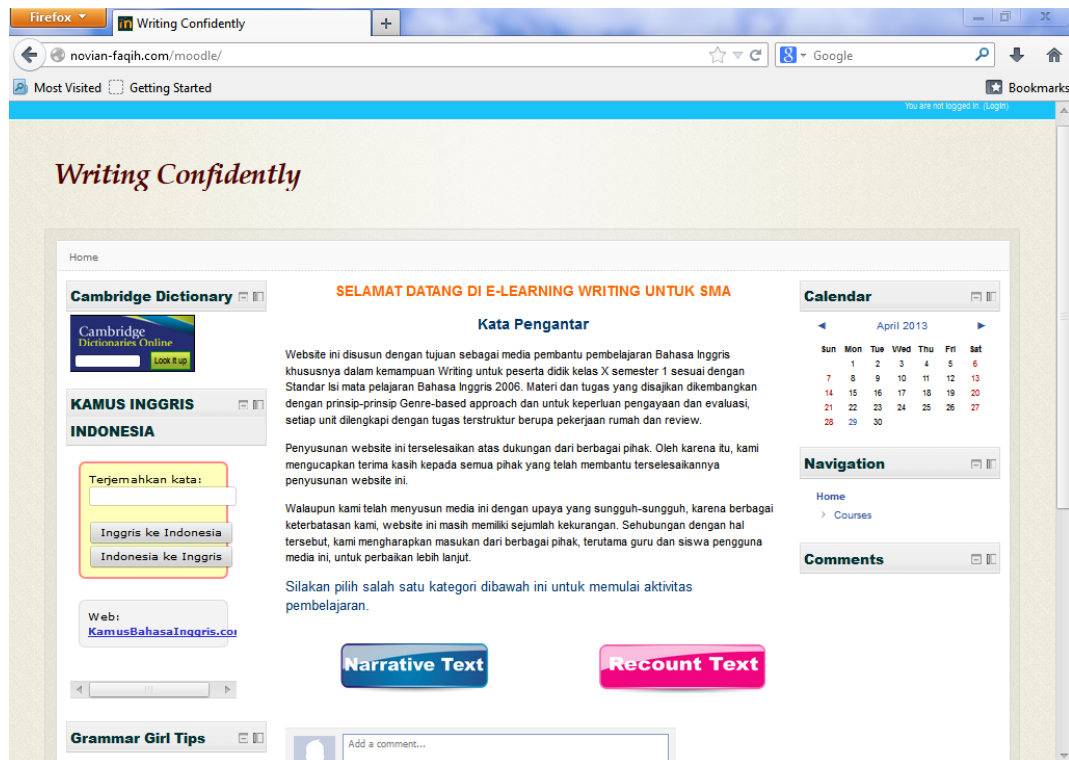


Nurhidayanto P. S. P., M.Pd.

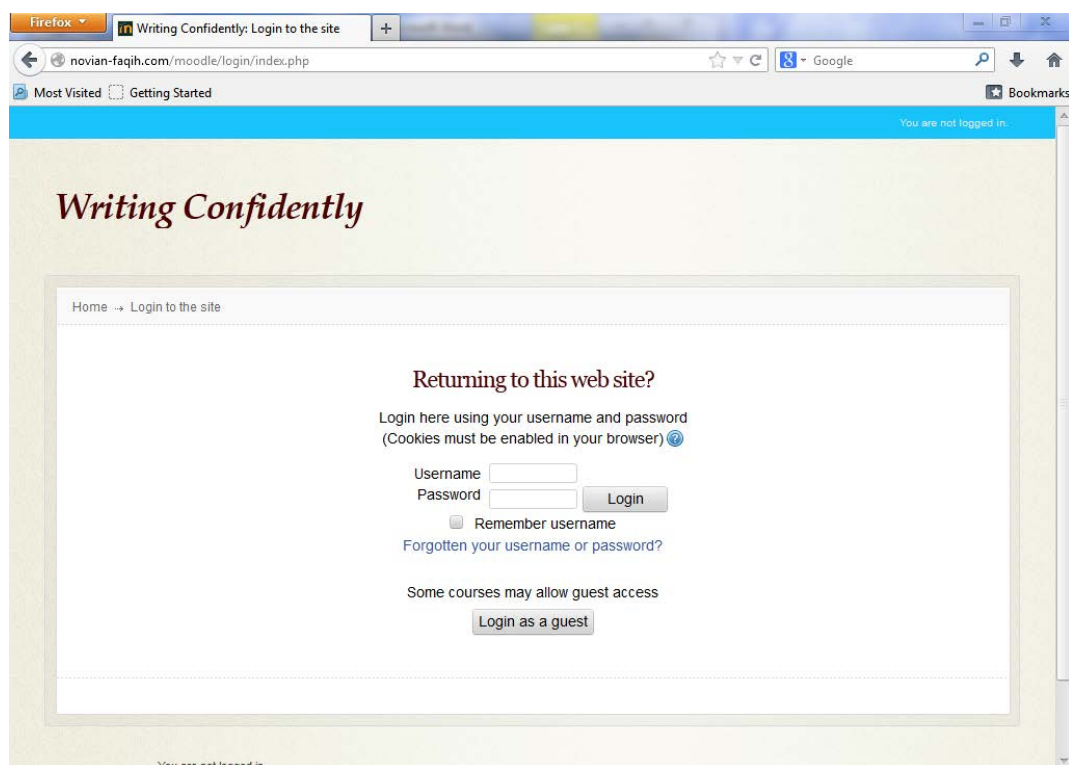
NIP 19821122 200604 1 001

Appendix 5

The Print Screen of the Website (Final Product)



Home Page



Login Page

The screenshot shows a Moodle course overview page titled "Writing Narrative Texts". The browser address bar indicates the URL is novian-faqih.com/moodle/course/view.php?id=3. The page is viewed by a "System Administrator".

Navigation:

- Home
- My home
- Site pages
- My profile
- Current course
 - Writing Narrative Texts
 - Participants
 - Reports
 - Narrative Text
 - Courses

Settings:

- Course administration
 - Turn editing off
 - Activity chooser off
 - Edit settings
- Users
- Filters
- Grades
- Backup
- Restore

Narrative Text

A narrative text tells a story. Find out more about narrative text by doing the following activities.

- The Legend of Malin Kundang
- Vocabulary Quiz
- Kyai Jegod
- Narrative Organization
- Narrative Organization Activity

Search forums

Latest news

Upcoming events

There are no upcoming events.

Recent activity

Activity since Tuesday, 30 April 2013, 8:15 AM:

Full report of recent activity...

Course updates:

Updated SCORM package:

Course Overview Page: Narrative

The screenshot shows a Moodle course overview page titled "Writing Recount Texts". The browser address bar indicates the URL is novian-faqih.com/moodle/course/view.php?id=2. The page is viewed by a "System Administrator".

Navigation:

- Home
- My home
- Site pages
- My profile
- Current course
 - Writing Recount Texts
 - Participants
 - Reports
 - General
 - Courses

Settings:

- Course administration
 - Turn editing off
 - Activity chooser off
 - Edit settings
- Users
- Filters
- Grades
- Backup
- Restore

Writing Recount Texts

Hello everyone, welcome to Writing Goods Moodle site.

Through this site you will be able to :

- Learn the recount text elements
- Do some exercises on topic learned
- Do some exercises about past tenses
- Share your writing and do peer-reviewing
- Produce an outstanding text

Search forums

Latest news

Upcoming events

There are no upcoming events.

Recent activity

Activity since Tuesday, 30 April 2013, 8:13 AM:

Full report of recent activity...

Nothing new since your last login

Course Overview Page: Recount

Firefox | Free Download AE Project ... | Search | Course: Writing Narrative ... | Writing Recount Texts: Go... | +

novian-faqih.com/moodle/mod/page/view.php?id=29

Google | Kaskus | Facebook | Twitter | Gmail | Ymail | Novian's | Writing Conf | Youtube | Mytrans | Okezone | Indostar | Widi | Bookmarks

You are logged in as System Administrator (Logout)


Writing Recount Texts

Home → Writing Recount Texts → General → Good Experience

Good Experience

Do you have amazing experiences such as joining competition and winning it? In this unit, you will read the texts related to that experience. The texts are recount texts which tell about experiences in joining extracurricular activities, competitions, holidays or meet your favourite artist.

Complete the following activities as a warming up.



Warming-up Activities: Recount

Firefox | Free Download AE Project ... | Search | Writing Narrative Texts: Th... | Writing Confidently | +

novian-faqih.com/moodle/mod/page/view.php?id=15

Google | Kaskus | Facebook | Twitter | Gmail | Ymail | Novian's | Writing Conf | Youtube | Mytrans | Okezone | Indostar | Widi | Bookmarks

You are logged in as System Administrator (Logout)


Writing Narrative Texts

Home → Writing Narrative Texts → Narrative Text → The Legend of Malin Kundang

The Legend of Malin Kundang

Malin Kundang

You are going to watch a short film entitled Malin Kundang. What story do you think the film will tell?



Daftar Putar | Lidiakasenda (9 video)

Answer the following questions:

Do you believe in a legend?

Warming-up Activities: Narrative

Firefox | Super Hotspot > ... | SHARE FOR ALL | Course: Writing ... | Dragon Boy | First Flight | Self Reflection | +

novian-faqih.com/moodle/mod/forum/view.php?id=23


Google | Kaskus | Facebook | Twitter | Gmail | YMail | Novian's | Writing Conf | Deviantart | Imageshack | Youtube | Bookmarks

Home → Writing Narrative Text → Narrative Text → Dragon Boy

Navigation

- Home
 - My home
 - Site pages
 - My profile
- Current course
 - Writing Narrative Text
 - Participants
 - Narrative Text
 - The Legend of Malin Kundang
 - Vocabulary Quiz
 - Kyai Jegod
 - Narrative Organization
 - Narrative Organization Activity
 - Paragraph Activity
 - Fun With Grammar
 - Chat Room

You are going to watch a great short animation film called *Dragonboy*.



Then after you watch the movie, in pairs make a summary of the film you have just watched using narrative format, and then post your summary in this forum and let your friends read and give feedback about your summary.

If you have difficulties you may use the **Text Planner** from the previous activity. You may use the **Chat Room**, **Message Box**, or your **Facebook Chat** to contact your friend

Writing a Text in Forum: Narrative

Firefox | PAS Mantab 14-4-2013 - Wendy, Ded... | First Flight | Facebook

novian-faqih.com/moodle/mod/forum/view.php?id=25

Google | Kaskus | Facebook | Twitter | Gmail | YMail | Novian's | Writing Conf | Deviantart | Imageshack | Youtube | xl.co.id | Bookmarks

Site pages


My profile

Current course

- Writing Narrative Text
 - Participants
 - Reports
 - Narrative Text
 - The Legend of Malin Kundang
 - Vocabulary Quiz
 - Kyai Jegod
 - Narrative Organization
 - Narrative Organization Activity
 - Paragraph Activity
 - Fun With Grammar
 - Chat Room
 - Dragon Boy
 - First Flight
 - Self Reflection

Courses

Settings



Then after you watch the movie, make a narrative text based on the film you have just watched and then post your summary in this forum and let your friends read and give feedback about your summary.

Total point is 100:

- 10 point post it on time (to post your writing, click "Add a new topic" button.
- 10 point title included (write your title in "Subject" box)
- 10 point picture included
- 30 points on writing quality
- 20 points commented on 2 other friends' writings (to give comment, click "reply")
- 20 points on comment quality

Add a new discussion topic

Writing a Text in a Forum Independently: Narrative

The screenshot shows a Moodle LMS interface. The browser tabs include 'Free Download AE Project Vector Sto...', 'Writing Narrative Texts: Paragraph Ac...', and 'novian-faqih.com/moodle/mod/scorm/player.php'. The page title is 'Writing Narrative Texts'. The breadcrumb trail is 'Home → Writing Narrative Texts → Narrative Text → Paragraph Activity'. The left navigation menu shows 'Current course' expanded, with 'Paragraph Activity' selected. The main content area is titled 'Nyi Roro Kidul' and contains a question: 'Rearrange the jumbled paragraphs of the story entitled "Nyi Roro Kidul" into a good text by dragging the paragraphs.' There are three numbered boxes containing jumbled paragraphs from the story 'Nyi Roro Kidul'. At the bottom, there are 'Outline...' and 'Submit' buttons.

Arranging the Jumbled Paragraph: Narrative

The screenshot shows a Moodle LMS interface. The browser tabs include 'Super Hotspot > st...', 'SHARE FOR ALL', 'opera van java - Yo...', 'Writing Recount Te...', and 'My Holidays'. The page title is 'Writing Recount Text'. The breadcrumb trail is 'Home → Writing Recount Text → General → Jumbled Paragraph'. The left navigation menu shows 'Current course' expanded, with 'Jumbled Paragraph' selected. The main content area is titled 'NewQuiz' and contains a question: 'Rearrange the paragraphs below to make a good recount text (post card) by giving the number. Number 1 has been done for you.' There are four numbered boxes containing jumbled paragraphs from a recount text. At the bottom, there are 'Outline...' and 'Submit' buttons.

Arranging the Jumbled Paragraph: Recount

The screenshot shows a Moodle forum page in a Firefox browser. The address bar shows the URL: `novian-faqih.com/moodle/mod/forum/view.php?id=37`. The browser tabs include 'Super Hotspot > st...', 'SHARE FOR ALL', 'opera van java - Yo...', 'Writing Recount Te...', and 'My Holidays'. The forum page has a breadcrumb trail: 'Home → Writing Recount Text → General → My Holidays'. A search bar is in the top right. On the left is a 'Navigation' menu with links like 'Home', 'My home', 'Site pages', 'My profile', 'Current course', 'Writing Recount Text', 'Participants', 'General', 'News forum', 'Good Experience', 'Joining the Traditional Dance Competition', 'Past Tense', 'Simple Past Tense Quiz', 'Recount Text', 'Jumbled Paragraph', 'My Experience', 'My Holidays', 'Self Reflection', 'Chat Room Recount', and 'My courses'. The main content area contains the following text:

Write a recount text based on the activity during your holiday. Follow these questions and the frame to lead you.

1. What was your activity?
2. When did you have the activity?
3. What did you do?
4. How did you feel?

*If you have difficulties you may use the **Text Planner** from the previous activity. You may use the **Chat Room Recount**, **Message Box**, or your **Facebook Chat** to contact your friend.*

Total point is 100:

1. 10 point post it on time (to post your writing, click "Add a new topic" button).
2. 10 point title included (write your title in "Subject" box)
3. 10 point picture included
4. 30 points on writing quality
5. 20 points commented on 2 other friends' writings (to give comment, click "reply")
6. 20 points on comment quality

Writing a Text in Forum: Recount

The screenshot shows a Moodle forum page in a Firefox browser. The address bar shows the URL: `novian-faqih.com/moodle/mod/forum/view.php?id=36`. The browser tabs include 'Super Hotspot > ...', 'SHARE FOR ALL', 'opera van java - ...', 'Writing Recount ...', 'My Experience', and 'My Holidays'. The forum page has a breadcrumb trail: 'Home → Writing Recount Text → General → My Experience'. A search bar is in the top right. On the left is a 'Navigation' menu with links like 'Home', 'My home', 'Site pages', 'My profile', 'Current course', 'Writing Recount Text', 'Participants', 'General', 'News forum', 'Good Experience', 'Joining the Traditional Dance Competition', 'Past Tense', 'Simple Past Tense Quiz', 'Recount Text', 'Jumbled Paragraph', 'My Experience', 'My Holidays', 'Self Reflection', 'Chat Room Recount', and 'My courses'. The main content area contains the following text:

Work in groups of four and everyone should share his/her unforgettable experience. Decide one that the group thinks is the most unforgettable. Then write a diary and post it in this forum.

*If you have difficulties you may use the **Text Planner** from the previous activity. You may use the **Chat Room Recount**, **Message Box**, or your **Facebook Chat** to contact your friend.*

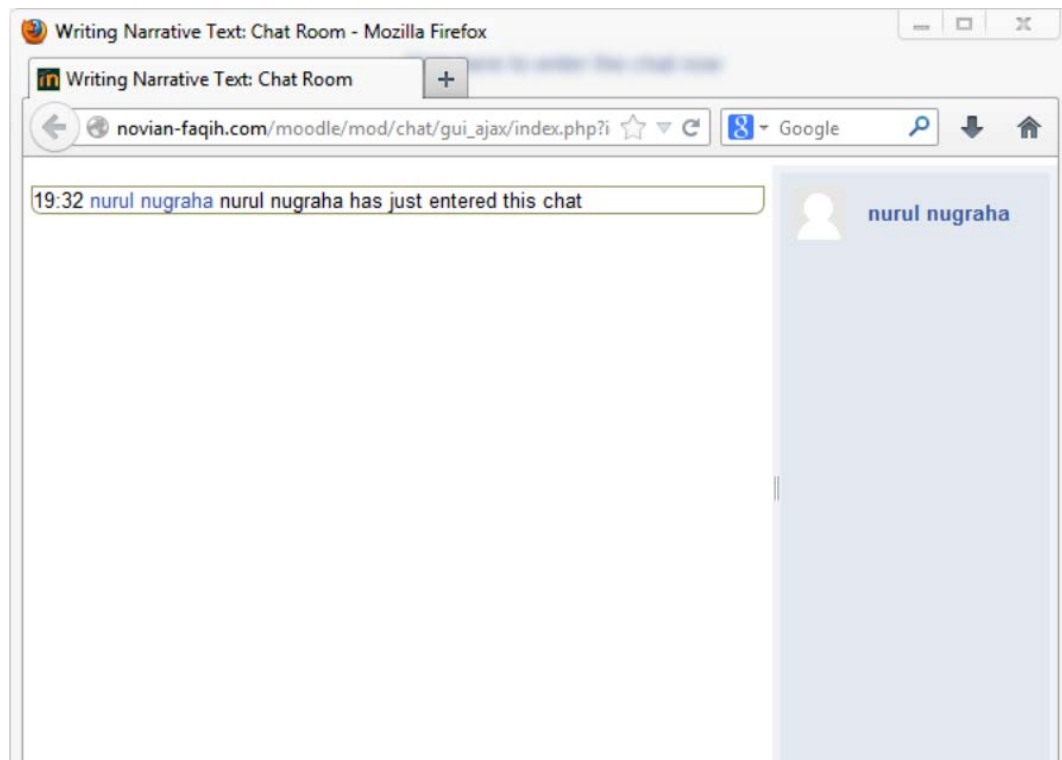
Total point is 100:

1. 10 point post it on time (to post your writing, click "Add a new topic" button).
2. 10 point title included (write your title in "Subject" box)
3. 10 point picture included
4. 30 points on writing quality
5. 20 points commented on 2 other friends' writings (to give comment, click "reply")
6. 20 points on comment quality

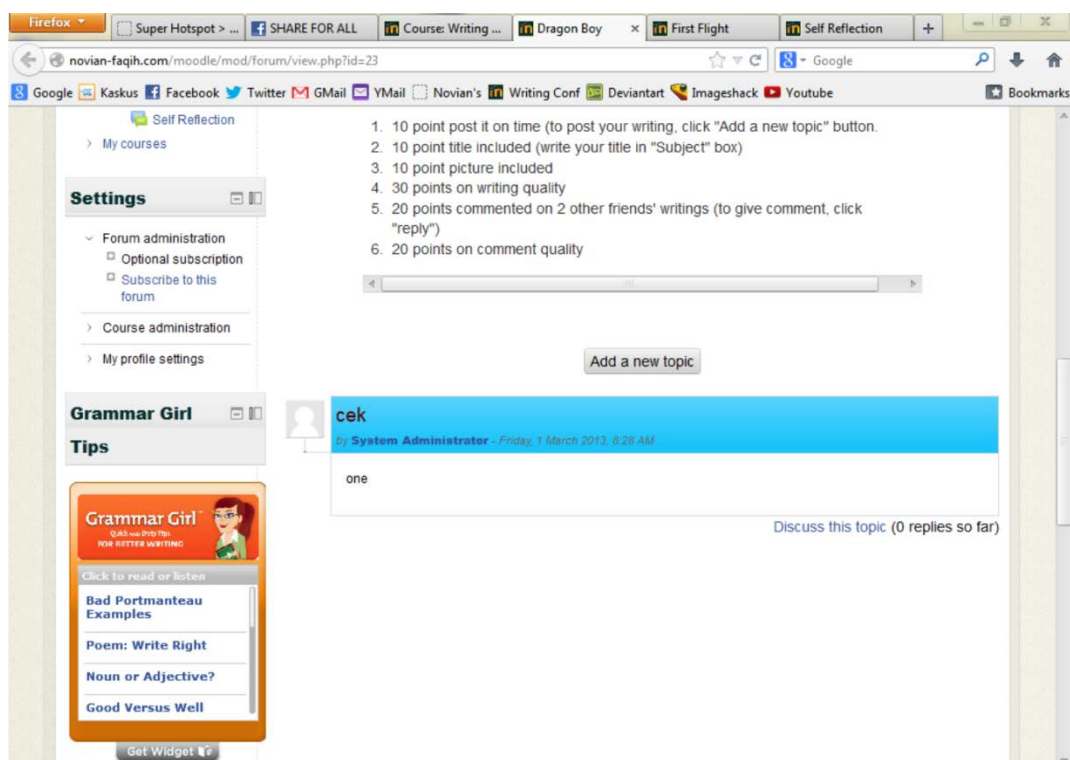
Add a new discussion topic

(There are no discussion topics yet in this forum)

Writing a Text in a Forum Independently: Recount



Chat Room



Forum

The screenshot shows a Moodle course page for 'Past Tense'. The left sidebar contains a 'Navigation' menu with links to Home, My home, Site pages, My profile, Current course, Writing Recount Text, Participants, General, News forum, Good Experience, Joining the Traditional Dance Competition, Past Tense, Simple Past Tense Quiz, Recount Text, Jumbled Paragraph, My Experience, My Holidays, Self Reflection, Chat Room, and Recount. Below this is a 'Settings' section with a link to Course administration. The main content area is titled 'Past Tense' and 'Simple past tenses'. It explains that the text 'Joining the Traditional Dance Competition' is about past events and conditions, using VERB-2 forms. Examples are provided for both affirmative and negative sentences. The page also includes a 'Telling Past Events' section with examples like 'I joined the Traditional Dance Competition in Jakarta last year' and 'I represented my Junior High School'. A 'Telling Past Conditions' section follows with examples like 'It was my biggest competition' and 'I was not ready for this'. The page concludes with a note that the adverbs 'last year' and 'last year' are usually used in simple past tense sentences.

Explanation Page: Past Tense 2

The screenshot shows a Moodle course page for 'Past Tense' with various interactive elements. The left sidebar contains a 'Settings' section with a link to Course administration, a 'Grammar Girl' section with a link to Tips, and a 'Cambridge' section with a link to www.mes-games.com/past1.swf. The main content area is titled 'Past Tense' and 'Simple past tenses'. It includes a 'Lesson' section with a link to 'Was he the grandfather of Sultan?' and a 'Practice' section with a 'Past Simple Tense Quiz'. The quiz contains 10 questions about past tense usage. There is also a 'Game' section with a link to 'Past Tense Quiz'. The page features a 'Grammar Girl' cartoon character and a 'Past Tenses' diagram. The bottom of the page shows a 'Cambridge' logo and a link to www.mes-games.com/past1.swf.

Explanation Page: Past Tense More Links

Home → Writing Narrative Text → Narrative Text → Fun With Grammar

Fun With Grammar

SIMPLE PAST TENSE

In the story of *Kyai Jegod* you find the following sentences:

"Then Sultan started to build the palace in that forest."
 "They were forced to leave the kingdom."

Those two sentences are called **Simple Past Tense**.

The 'simple past tense' is used to tell actions or situations in the past.

(+) **He meditated** in Garjitawati forest.
 (-) **He did not meditate** in Garjitawati forest.
 (?) **Did he meditate** in Garjitawati forest?

Navigation:

- Home
 - My home
 - Site pages
 - My profile
- Current course
 - Writing Narrative Text
 - Participants
 - Narrative Text
 - The Legend of Malin Kundang
 - Vocabulary Quiz
 - Kyai Jegod
 - Narrative Organization
 - Narrative Organization Activity
 - Paragraph
 - Paragraph Activity
 - Fun With Grammar
 - Chat Room

Explanation Page: Past Tense

To find out more about simple past tense you can go to the following activities.

Past tense

Things that have already happened!

Start

Grammar Girl! Click to read or listen

Bad Portmanteau Examples

Poem: Write Right

Noun or Adjective?

Good Versus Well

Get Widget

Cambridge Dictionary

Cambridge Dictionaries Online

Look it up

KAMUS INGGRIS INDONESIA

Terjemahkan kata:

Inggris ke Indonesia

Indonesia ke Inggris

MY HOLIDAY WAS FUN!

Past Simple

I sang yesterday is an action which took place at a specific point in time

PAST Yesterday

Verb Forms

Explanation Page: Past Tense Embedded Links

of the story is to tell a series/sequence of events and evaluate their significance in some way. It has expressions of attitude and feeling, usually made by the writer about the events.

Study the following explanation.

A BRIEF EXPLANATION OF A RECOUNT TEXT

To find out more about [recount text](#) you can go to the following activities.

RECOUNT TEXT

MY EXPERIENCE (READING AND WRITING)

The Generic Structure Of Recount Text

Explanation Page: Recount Text Organization More Links

Home → Writing Recount Text → General → My Experience

Navigation

Home
My home
Site pages
My profile
Current course
Writing Recount Text
Participants
General
News forum
Good Experience
Joining the Traditional Dance Competition
Past Tense
Simple Past Tense Quiz
Recount Text
Jumbled Paragraph
My Experience
My Holidays
Self Reflection
Chat Room Recount
My courses

Work in groups of four and everyone should share his/her unforgettable experience. Decide one that the group thinks is the most unforgettable. Then write a diary and post it in this forum.

If you have difficulties you may use the **Text Planner** from the previous activity. You may use the **Chat Room Recount**, **Message Box**, or your **Facebook Chat** to contact your friend.

Total point is 100:

1. 10 point post it on time (to post your writing, click "Add a new topic" button).
2. 10 point title included (write your title in "Subject" box)
3. 10 point picture included
4. 30 points on writing quality
5. 20 points commented on 2 other friends' writings (to give comment, click "reply")
6. 20 points on comment quality

Add a new discussion topic

(There are no discussion topics yet in this forum)

Recount Texts Forum 1

Home → Writing Recount Text → General → My Holidays

Navigation

- Home
 - My home
 - Site pages
 - My profile
 - Current course
 - Writing Recount Text
 - Participants
 - General
 - News forum
 - Good Experience
 - Joining the Traditional Dance Competition
 - Past Tense
 - Simple Past Tense Quiz
 - Recount Text
 - Jumbled Paragraph
 - My Experience
 - My Holidays
 - Self Reflection
 - Chat Room Recount
 - My courses

Write a recount text based on the activity during your holiday. Follow these questions and the frame to lead you.

1. What was your activity?
2. When did you have the activity?
3. What did you do?
4. How did you feel?

*If you have difficulties you may use the **Text Planner** from the previous activity. You may use the **Chat Room Recount**, **Message Box**, or your **Facebook Chat** to contact your friend.*

Total point is 100:

1. 10 point post it on time (to post your writing, click "Add a new topic" button).
2. 10 point title included (write your title in "Subject" box)
3. 10 point picture included
4. 30 points on writing quality
5. 20 points commented on 2 other friends' writings (to give comment, click "reply")
6. 20 points on comment quality

Recount Texts Forum 2

Writing Narrative Text: Paragraph Act...

novian-faqih.com/moodle/mod/scorm/report.php?id=208&mode=basic

1 attempts for 11 users, out of 11 results

	First name / Surname	Email address	Attempt	Started on	Last accessed on	Score
	expert j	ea@someplace.com	-	-	-	-
	expert jj	eb@someplace.com	-	-	-	-
	supervisor a	supervisora@someplace.com	-	-	-	-
	supervisor b	supervisorb@someplace.com	-	-	-	-
	Novian Faqih	novian.faqih@gmail.com	-	-	-	-
	arif himawan	arif@someplace.com	-	-	-	-
	rizka setyawan	rizka@someplace.com	-	-	-	-
	nurul nugraha	nurul@someplace.com	1	Monday, 25 March 2013, 8:00 PM	Monday, 8 April 2013, 7:31 PM	0
	hakim hakim	ray@someplace.com	-	-	-	-
	taufik	t@someplace.com	-	-	-	-

Settings

- SCORM/AICC administration
 - Edit settings

Users' Activities Data

The screenshot shows a Moodle SCORM player interface. The browser tabs include 'Free Download AE Project ...', 'Course: Writing Narrative ...', 'Writing Narrative Texts: Pa...', and 'Simple Past Tense Quiz'. The address bar shows 'novian-faqih.com/moodle/mod/scorm/player.php'. The left sidebar contains a 'Navigation' menu with options like 'Home', 'My home', 'Site pages', 'My profile', 'Current course', 'Writing Narrative Texts', 'Participants', 'Reports', 'Narrative Text', 'The Legend of Malin Kundang', 'Vocabulary Quiz', 'Kyai Jegod', 'Narrative Organization', 'Narrative Organization Activity', 'Paragraph Activity', 'Fun With Grammar', 'Chat Room', 'Dragon Boy', 'First Flight', 'Self Reflection', and 'Courses'. Below the navigation menu is a 'Settings' section with 'SCORM/AICC administration'. The main content area displays 'Nyi Roro Kidul' and an 'Introduction Page'. A table shows quiz statistics:

Total Questions	Full Score	Passing Rate	Passing Score
1	10	80%	8

A 'Continue' button is visible at the bottom of the main content area.

Quiz Informations 1

The screenshot shows a Moodle SCORM player interface for a 'NewQuiz'. The browser tabs include 'Super Hotspot > st...', 'SHARE FOR ALL', 'opera van java - Yo...', 'Writing Recount Te...', and 'My Holidays'. The address bar shows 'novian-faqih.com/moodle/mod/scorm/player.php'. The left sidebar contains a 'Navigation' menu with options like 'Home', 'My home', 'Site pages', 'My profile', 'Current course', 'Writing Recount Text', 'Participants', 'General', 'News forum', 'Good Experience', 'Joining the Traditional Dance Competition', 'Past Tense', 'Simple Past Tense Quiz', 'Recount Text', 'Jumbled Paragraph', 'My Experience', 'My Holidays', 'Self Reflection', 'Chat Room', 'Recount', and 'My courses'. Below the navigation menu is a 'Settings' section. The main content area displays 'NewQuiz' and an 'Introduction Page'. A table shows quiz statistics:

Total Questions	Full Score	Passing Rate	Passing Score
1	10	80%	8

A 'Continue' button is visible at the bottom of the main content area.

Quiz Informations 2

The screenshot shows a Moodle forum page in a Firefox browser. The address bar shows the URL: novian-faqih.com/moodle/mod/forum/view.php?id=27. The page title is 'Self Reflection'. The main content area contains the text: 'Reflect on your learning in this unit and write down your reflection in this forum.' Below this text is a button labeled 'Add a new topic'. A post by 'System Administrator' dated 'Wednesday, 13 March 2013, 8:23 AM' is visible. The post title is 'Self Reflection' and it contains the following instructions: 'Things to do in this unit: 1. Write/Create: Write a one-paragraph reflection on a few new skills you think you have mastered, and what skills you think still need improvement. 2. Post: Submit your reflection and checklist in the Forum below.' The post has 0 replies. On the left side, there is a 'Navigation' menu with links to Home, My home, Site pages, My profile, Current course, Writing Narrative Text, Participants, Narrative Text, The Legend of Malin Kundang, Vocabulary Quiz, Kyai Jegod, Narrative Organization, Narrative Organization Activity, Paragraph Activity, Fun With Grammar, Chat Room, Dragon Boy, First Flight, and Self Reflection. The 'Self Reflection' link is highlighted.

Self-Reflection

The screenshot shows a Moodle quiz page in a Firefox browser. The address bar shows the URL: novian-faqih.com/moodle/mod/quiz/attempt.php?attempt=11. The page title is 'Writing Recount Texts'. The main content area contains the text: 'Change the verb into past form.' Below this text are three questions: 'Question 1: Toni (goes) to swim yesterday. Answer: [text box]', 'Question 2: They (read) that book last Monday. Answer: [text box]', and 'Question 3: I (call) Bayu last night. Answer: [text box]'. On the left side, there is a 'Quiz navigation' section with links to Home, My home, Site pages, My profile, Current course, Writing Recount Texts, Participants, Reports, General, News forum, and Good Experience. The 'Writing Recount Texts' link is highlighted. The 'Quiz navigation' section also includes a 'Flag question' button and an 'Edit question' button. The 'Information' section on the right contains the text: 'Change the verb into past form.' and a 'Flag question' button.

Past Tense Task


Mozilla Firefox
novian-faqih.com/moodle/pluginfile.php/48/mod_resource/content/2/narrat.swf

Narrative

- tells a story, mainly used to entertain, motivate or teach.
- aims to get attention and maintain interest.

A story ?
So many different types of stories to choose from:

- Real-life drama Classic
- Fantasy Fairy tale
- Adventure Legend
- Science Fiction Myth
- Mystery Fable



Text Planner - Narrative

Orientation • sets the scene and mood, introduces characters
Usually includes: • When.
• Where.
• Who or what.

Complication • dilemma or problem that sets off the events
A dilemma or problem which disrupts the normal life or comfort of the characters and sets off a sequence of interesting events.

Sequence of events • triggered by the complication
May include:
A description of events as they happen. First ...
Next ...
Later ...
After ...
While ...
As ...
Meanwhile ...
When ...
Sequences of events particular to each character.
A combination of sequences.
Further complications. [Hide details](#)

Resolution • climax or ending where the problem is resolved
The 'ending' - a description of the final outcome.

Narrative TIPS:
Set the scene.
• Who or what
• When • Where
Introduce a problem or complication.
Describe the events that follow ... in order.
Describe the ending.
New paragraph for each part.
Word focus:
• Nouns, adjectives
• Verbs, adverbs
Tense:
• past (usually)
• present (dialogue)
Style:
• Descriptive
• Entertaining

[Print](#)

Blank Organiser and publishing ideas. **EXAMPLES** 1 2 3 4 5 6 **ORGANISER** ON OFF [Write Online](#)

Text Planner: Narrative

Firefox Super Hotspot > ... SHARE FOR ALL opera van java - ... My Holidays writingfun.swf - ... http://...d.bmk x

www.writingfun.com/writingfun.swf

Google Kaskus Facebook Twitter Gmail YMail Novian's Writing Conf Deviantart Imageshack Youtube

Writing Fun by Jenny Eather

Using text organizers to assist students with the writing process.

Recount

- retells past events or experiences.
- sequences events in the order they happened.

A recount ??
1. Now, where will I start?
2. I'll need to get everything in order !!



Text Organizer - Recount

Orientation • introduction - setting the scene
Gives details of: • Who, what.
• When.
• Where.

Events • what happened - in chronological order

Conclusion • personal comment (optional)

Recount TIPS:
Set the scene.
• Who, what • When
• Where • Why
Write about the events in the order they happened.
End with a comment.
New paragraph for each part.
Word focus:
• time connectives
• adjectives
Tense:
• past
Style:
• Personal
• First person

[PRINT](#)

BLANK ORGANIZER and publishing ideas. **EXAMPLES** 1 2 3 4 5 6 **HOME** [WRITE ONLINE](#)

© Jenny Eather 2004-2010. All rights reserved. A text may be FACTUAL (true) or LITERARY (imaginary).

Text Planner: Recount

The screenshot shows a web browser window with multiple tabs. The active tab is 'novian-faqih.com/moodle/mod/quiz/attempt.php?attempt=4'. The page title is 'Writing Narrative Texts'. The breadcrumb trail is 'Home → Writing Narrative Texts → Narrative Text → Kyai Jegod → Preview'. On the left, there is a 'Quiz navigation' section with a progress bar (1/5) and a 'Start a new preview' button. Below it is a 'Navigation' section with a tree view showing the current course structure. The main content area displays the story 'Kyai Jegod' in three paragraphs. The first paragraph introduces Amangkura IV, the grandfather of the Sultan, who meditated in a forest. The second paragraph describes a gardener finding a pond and a dragon. The third paragraph describes the Sultan building a palace and the dragon becoming its protector.

Writing Narrative Texts

Home → Writing Narrative Texts → Narrative Text → Kyai Jegod → Preview

Quiz navigation

1 1 4 2 3 4 5
Finish attempt ...
Start a new preview

Navigation

Home
 ▢ My home
 ▸ Site pages
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 ▾ Current course
 ▾ Writing Narrative Texts
 ▸ Participants
 ▸ Reports
 ▾ Narrative Text
 ▢ The Legend of Main Kundang
 ▢ Vocabulary Quiz
 ▢ Kyai Jegod
 ▢ Info
 ▸ Results

Information
 ▾ Flag question
 ⚙ Edit question

Kyai Jegod

Once upon a time there was a king who ruled Mataram Kingdom. His name is Amangkura IV. He was the grandfather of Sultan. He often meditated in a nearby forest, called Garjitawati.

One day, when a gardener was gathering grass for his cattle in the forest, he looked for some water because it was so hot. He found a small pond and when he was going to drink some water from it, a dragon came out of the underwater, but it was so friendly to him. The dragon said that if Sultan wanted to build his palace, it was supposed to be located in that forest. Then it disappeared.

Then Sultan started to build the palace in that forest. He demanded strong and old woods and the forest where those woods lied was said to be home of genies and spirits. His lumberjacks could not find anything to eat and the only thing they could have were some rice and water for three days, or sometimes they could not have anything.

Then Sultan ordered that the main pole in the palace's hall had to be built from special wood, which would give strong impression. One night, a servant who was sleeping in the forest heard loud and deep voice. The voice introduced itself as Kyai Jegod. The servant saw that Kyai Jegod was an old, tall, and massive tree. He said that he would voluntarily let himself be cut to make the main pole so that he could stay inside it forever. The servant told it to Sultan and Sultan let Kyai Jegod stay inside it forever, while Kyai Jegod became the protector of that palace since then.

Paragraph Activity

The screenshot shows the same Moodle quiz page, but now it's a vocabulary task. The breadcrumb trail is 'Home → Writing Narrative Texts → Narrative Text → Vocabulary Quiz → Preview'. The 'Quiz navigation' section shows progress (1/1) and a 'Start a new preview' button. The 'Navigation' section shows the current course structure. The main content area displays 'Question 1' with instructions to match words with their Indonesian translations. A list of words is provided on the left, and a dropdown menu is open for the first word, 'miracle (kb)', showing a list of Indonesian words to choose from.

Writing Narrative Texts

Home → Writing Narrative Texts → Narrative Text → Vocabulary Quiz → Preview

Quiz navigation

1
Finish attempt ...
Start a new preview

Navigation

Home
 ▢ My home
 ▸ Site pages
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 ▾ Writing Narrative Texts
 ▸ Participants
 ▸ Reports
 ▾ Narrative Text
 ▢ The Legend of Main Kundang
 ▢ Vocabulary Quiz

Question 1
 Not yet answered
 Marked out of 1.00
 ▾ Flag question
 ⚙ Edit question

Study the the following words before we move to the next text. Match the following words with their suitable translation in Bahasa Indonesia. Use the online dictionary plugin if you have difficulties.

miracle (kb) Choose...
 black magician (kb) Choose...
 pole (kb) Choose...
 meditate (kiki) Choose...
 stinky (ks) Choose...
 massive (ks) Choose...
 itch (kb) Choose...
 palace (kb) Choose...
 noble (ks) Choose...
 lumberjack (kb) Choose...

Choose...
 bersemedi
 mulia
 istana
 tiang
 raksasa
 penebang pohon
 gatal
 keajaiban
 bau tidak enak (busuk)
 dukun jahat

Vocabulary Task 1

Writing Recount Texts

Home → Writing Recount Texts → General → Joining the Traditional Dance Competition → Preview

Quiz navigation

1 2 3 4 5 6

Finish attempt ...

Start a new preview

Navigation

Home

- My home
- Site pages
- My profile
- Current course
 - Writing Recount Texts
 - Participants
 - Reports
 - General
 - News forum
 - Good Experience

Question 1

Not yet answered

Marked out of 1.00

Flag question

Edit question

Study the the following words before we move to the next text. Match the following words with their suitable translation in Bahasa Indonesia. Use the online dictionary plugin if you have difficulties.

impatient Choose...

nervous Choose...

trophy kostum

preparation trofi

costume gugup

announcement kompetisi

useless peserta

participant tidak sabar

achievement pengumuman

smoothly luncar

Choose...

Choose...

Choose...

Choose...

Choose...

Choose...

Vocabulary Task 2

Narrative Organization

Narrative Organization

The text entitled "Kiyai Jegod" is a narrative text. This kind of text entertains and instructs the readers. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them. The text incorporates patterns of behaviour that are generally highly valued.

The narrative text is organized as follows:

orientation	This part is a stage that introduces the main character's in a setting of time and place.
complication	In this part, a problem that sets off a chain of events that influence what will happen in the story is presented.
sequence of events	In this part, the characters react to the complication (problem).
resolution	The problem is resolved or attempted to be resolved.
Coda (it is optional)	This part provides a comment or moral based on what learned from the story.

The grammatical features usually found in narrative text are:

- use of particular nouns to refer to or to describe the particular people, animals and things that the story is about.

Explanation Page: Narrative Organization

